DOCUMENT RESUME

ED 281 342 EC 192 439

AUTHOR Flowers, Toni
TITLE Activities for Developing Pre-Skill Concepts in Children with Autism.
REPORT NO ISBN-0-8134-2561-1
PUB DATE 87
NOTE 191p.
AVAILABLE FROM Interstate Printers and Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050 ($19.75).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Auditory Discrimination; *Auditory Training; *Autism; Color; *Concept Formation; Interpersonal Competence; Language Acquisition; *Learning Activities; Number Concepts; *Perceptual Motor Coordination; Skill Development; *Social Development; Speech Skills; Student Characteristics

ABSTRACT

Over 175 activities are described for helping children with autism in the following areas: auditory development (discrimination and memory); concept development (body concept, body in space/direction, size, time, shapes, same/different, color, numbers); social development; speech and language development; and visual-motor integration. The purpose, difficulty level, and necessary materials for each activity are listed as are instructions on how to carry out each activity. A brief overview is provided on the characteristics of severe, moderate, and mild autism, tips for working with children who are autistic, and ways to use the activities in the book. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED281342

Activities for Developing Pre-skill Concepts in Children with Autism

TONI FLOWERS, M.S.

Teacher, The Center for the Autistic
Indianapolis Public Schools

EC192439

The Interstate Printers & Publishers, Inc.
Danville, Illinois

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Ronald L. McDaniel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACTIVITIES FOR DEVELOPING PRE-SKILL CONCEPTS IN CHILDREN WITH AUTISM. Copyright © 1987 by The Interstate Printers & Publishers, Inc. All rights reserved. Printed in the United States of America.

Library of Congress Catalog Card No. 86-80216

1 2 3
4 5 6
7 8 9

ISBN 0-8134-2561-1

The cover illustration is a portrait of the author, drawn by an eight-year-old boy with autism.

CONTENTS

What Is Autism? vii

Tips for Working with Children Who Are Autistic xi

How to Use the Activities in This Book xiii

AUDITORY DEVELOPMENT

Introduction 1

AUDITORY DISCRIMINATION

Whisper I 3
Whisper II 3
Whisper III 4
Clapping I 4
Clapping II 5
Clapping III 5
Creep Up 6
Musical Circle Chairs 6
Musical Name Chairs 7

AUDITORY MEMORY

Repeat I 7
Repeat II 8
Repeat III 8
Repeat IV 9
Repeat V 9
Repeat VI 10
Repeat VII 10
Repeat VIII 11

CONCEPT DEVELOPMENT

Introduction 13

BODY CONCEPT

Body Parts I 15
Body Parts II 15
Body Parts III 16
Body Parts IV 16
Body Parts V 17
Body Parts VI 17
Body Parts VII 18
Body Parts VIII 18
Body Parts IX 19
Body Parts X 19
Body Parts XI 20
Body Parts XII 20
Sponge Down I 21
Sponge Down II 21
Sponge Down III 22
Look at My Face I 22

Look at My Face II 23
Worksheet A 25
Look at My Face III 27
Build a Face I 28
Worksheet B 29
Build a Face II 31
Build a Face III 32
Worksheet C 33
Build a Face IV 35
Look at Me 36
Build a Person I 37
Worksheet D 39
Worksheet E 41
Build a Person II 43
Disconnected Person 44
Worksheet F 45
Shadow 47
Stepping Out 48

BODY IN SPACE / DIRECTION

Up and Down I 48
Up and Down II 49
Up and Down III 49
Up and Down IV 50
Up and Down V 50
Up and Down VI 51
Push and Pull I 51
Push and Pull II 52
Push and Pull III 52
Push and Pull IV 53
Push and Pull V 53
Push and Pull VI 54
Push and Pull VII 54
In and Out I 55
In and Out II 55
In and Out III 56
In and Out IV 57
In and Out V 58
Right and Left I 59
Right and Left II 60
Right and Left III 61

SIZE

Big and Little I 61
Big and Little II 62
Big and Little III 63
Big and Little IV 64
Big and Little V 64
Big and Little VI 65
Big and Litle VII 65

TIME

Days of the Week 66

SHAPES

Touch, Touch, Touch I 67
Worksheet G 69
Touch, Touch, Touch II 71

SAME / DIFFERENT

Faces I 72
Worksheet H 73
Faces II 75
Faces III 75
Faces IV 76
Faces V 76

COLOR

Bring Me I 77
Bring Me II 78
Bring Me III 79
Bring Me IV 80
Bring Me V 81
Bring Me VI 82
Bring Me VII 83

Bring Me VIII 84
Bring Me IX 85
Bring Me X 86
Bring Me XI 87
Bring Me XII 88
Bring Me XIII 89
Bring Me XIV 90
Bring Me XV 91
Bring Me XVI 92
Bring Me XVII 93
Bring Me XVIII 94
Bring Me XIX 95

NUMBERS / NUMBER CONCEPTS

Feely Count I 96
Feely Count II 96
Give Me I 97
Give Me II 98
Give Me III 99
Number Grid I 100
Worksheet I 101
Number Grid II 103
Worksheet J 105
Number Grid III 107
Worksheet K 109
Number Grid IV 111
Worksheet L 113
Number Grid V 115
Worksheet M 117
Number Grid VI 119
Number Grid VII 120
Number Grid VIII 121
Number Grid IX 122
Number Grid X 123
Number Grid XI 124
Worksheet N 125

COLOR / SHAPE / NUMBER

What, What, How I 127
What, What, How II 128
What, What, How III 129
What, What, How IV 130
What, What, How V 131
What, What, How VI 132

SOCIAL DEVELOPMENT

Introduction 133
Do as I Do 135
Jobs 135
Diner 136
Snack Time 137
Cuddles I 138
Cuddles II 138
Structured Free Play I 139
Structured Free Play II 140
Smacking Bubbles I 140
Smacking Bubbles II 141
Smacking Bubbles III 141
Smacking Bubbles IV 142
Drama 142

SPEECH AND LANGUAGE DEVELOPMENT

Introduction 143
What Am I Doing? 145
What Are You Doing? 145
What Is That Person Doing? 146
Let's Go Grocery Shopping 146
Let's Go Toy Shopping 147

Let's Take a Trip 147
What's for Breakfast? 148
What's for Lunch? 148
What's for Dinner? 149
What Did You Have for Breakfast? 149
What Did You Have for Lunch? 150
What Did You Have for Dinner Last Night? 150
What Are You Wearing? 151
What Am I Wearing? 151

VISUAL-MOTOR INTEGRATION

Introduction 153
Follow and Find Shapes I 155
Follow and Find Shapes II 156
Follow and Find Shapes III 157
Follow and Find Shapes and Colors I 158
Follow and Find Shapes and Colors II 159
Follow and Find Shapes and Colors III 160
Follow and Find Shapes, Colors, and Numbers 161
Horizontal Line I 162
Worksheet O 163
Horizontal Line II 165
Horizontal Line III 166
Worksheet P 167
Horizontal Line IV 169
Vertical Line I 170
Worksheet Q 171
Vertical Line II 173
Vertical Line III 174
Worksheet R 175
Vertical Line IV 177
Circle I 178
Worksheet S 179
Circle II 181
Circle III 182
Worksheet T 183
Circle IV 185
Square I 186
Worksheet U 187
Square II 189
Square III 190
Worksheet V 191
Square IV 193
Triangle I 194
Worksheet W 195
Triangle II 197
Triangle III 198
Worksheet X 199
Triangle IV 201
Cross I 202
Worksheet Y 203
Cross II 205
Cross III 206
Worksheet Z 207
Cross IV 209
Diamond I 210
Worksheet AA 211
Diamond II 213
Diamond III 214
Worksheet BB 215
Diamond IV 217

WHAT IS AUTISM?

It is as different as the number of children with it. Yet there is a haunting similarity from child to child. You see it in the eyes. They stare through you or skillfully avoid eye contact no matter how hard you try to attain it.

It is as if it is painful to look into another's eyes, painful to be touched, painful to listen to certain things.

And maybe it is.

Since the children cannot talk about it, we can only guess.

The word "withdrawn" is often used in the definition of autism. But withdrawal implies the choice to withdraw. Children with autism do not understand human contact. They are not withdrawing; they are coping and compensating. They are substituting their own meaning for meaningless stimuli.

Within the word "autism" is the whole spectrum of learning disabilities and mental retardation combined with all types of physical handicaps mixed up in every combination imaginable.

At the core of the disability is a severe communication disorder. The levels of autism are a matter of the levels of communication, cognition, and sensory integration.

The following is a breakdown of autism into three levels. However, to add to the confusion, a child with autism can be severe in one area, moderate in another, and mild in yet another, and as the child grows and develops he or she very often presents a lopsided picture of development, with some skills far outweighing the rest.

SEVERE

1. Almost non-existent eye contact.
2. Uncontrollable self-stimulation.
3. No language, meaningless language, or echolalia.
4. Inappropriate play. Toys become an extension of self-stimulation.
5. No peer interaction.
6. Does not express basic needs and wants.

MODERATE

1. Limited spontaneous eye contact. Will use eye contact briefly on cue.
2. Will stop self-stimulation on cue.
3. Limited appropriate language or signs.
4. Repetitive play. Chooses same toy or object over and over.
5. Parallel play.
6. Expresses needs and wants, but not always verbally. May take someone's hand and lead that person to what child wants.

MILD

1. Will maintain eye contact without cueing 50% of the time.
2. Self-stimulation seen only in stressful situations.
3. Can express self without cues. Growing abstract thinking skills.
4. Selects different toys and plays appropriately with them.
5. Will initiate peer interaction.
6. Expresses needs and wants verbally or with sign language in sentences of three or more words. Can express emotion in self and recognize emotion in others.

Children with autism have serious problems with decoding and integrating sensory stimuli. Only half of them learn to speak, and the children with language never quite get the flow of it, as if it is not their native tongue.

Although you can talk to a child who is autistic, it is rare to have a conversation with one. Language is sometimes used for self-stimulation with children repeating the same sound, word, or phrase over and over again.

The child may read but not comprehend; some non-verbal children may be reading without anyone being aware of it.

The child may have perfectly intelligible speech but only echo what he or she hears.

The same child who imitates speech may not be able to imitate what he or she sees.

Another child may imitate action but not be able to imitate sounds.

The child may be agile in gross motor areas but use this agility to put the body into contortions.

The child may be acutely aware of others' presence but use this skill to escape unnoticed through locked doors and windows.

Children who are autistic always seem to be functioning on the edge without a total picture of the environment.

One child with autism could add, subtract, and divide in his head and quickly give the answer in a normal tone of voice. If someone asked a question outside the realm of numbers, his voice became bizarre and nonsense syllables poured out. Numbers made sense and the language relating to math made sense, but the bulk of the English language had no meaning for the child.

Acquiring a skill and using that skill can be two different things. First you have to teach the skill, then teach how to use the skill, then teach how to transfer the skill to other areas. This process can take years and sometimes you discover that what has been painstakingly taught has absolutely no relevance for the child.

When I first began working with children with autism, I taught a boy with severe autism to respond to the command, "Go to the door and turn out the lights." After six weeks he did it. I was thrilled. It was a breakthrough. Only when I tried to demonstrate his skill in another classroom did I realize that he could only turn the lights out in one particular room, with me giving the command from a fixed position in the room. When I thought of all the possible combinations of lights, people, and places with him relearning the task each time I almost gave up.

Then I began questioning my reasons for plucking this task out of the air for this child to learn.

I had spent seven years teaching elementary school. Did I expect a second-grader who was mastering second-grade math to understand calculus?

I had overlooked one of the most important tools a teacher has: building on what the child knows.

This child did not know the meaning of "lights," and I was trying to teach him to turn those lights out when he heard a command in a language that was probably next to impossible for him to understand. He had acted out the function but did not grasp the meaning. I felt foolish at first, then I began to respect this child's ability to learn such an insurmountable task. If the effort quotient could be measured for children who are autistic, I think they would score very high.

I began to look at what was relevant for this child. And it wasn't turning the lights out. This child could not express his basic needs. He could not dress or undress himself or take care of any of his personal hygiene. Once we began working on these skills we saw progress. And even though this particular child may never go beyond a few self-help skills, he now had a small measure of control over his environment.

The child has to lead the way. It is very important to take time to observe each child and note how the child responds to the environment. Is the child curious? What repetitious behaviors are there? How can you take these behaviors and turn them into teaching tools?

If the child is fascinated with lights, find toys and teaching tools that use lights to teach, gradually moving away from the lights. If the child is fascinated with wheels, use circles to teach, etc.

Repetition of a skill (once the skill to be learned is truly relevant and within the child's reach) is one way that children with autism can master a skill. However, once it has been learned it cannot be assumed that the child will retain the skill without constant reinforcement.

Once a child has learned a skill, the location should be varied to make sure the child can transfer the skill from one place to another. Then the skill should be varied slightly. If the child is sorting colored objects, move to different objects but keep the colors the same. Then sort objects in a different container, while working with another teacher figure, etc.

TIPS FOR WORKING WITH CHILDREN WHO ARE AUTISTIC

Don't let the disability become the child. They are children with autism, not autistic children.

Learn to rethink things you've taken for granted all your life.

Use what works for you and the child. Forget how it may appear to others.

Never forget that the child's perception of the world is different from yours. Try to understand the child's world before you expect the child to master yours.

Visit a pre-school and adapt art, music, and games from the curriculum.

Integrate young children with these children and watch how they draw them out with such innocent ease.

Observe the normal stages of development. Children with autism can be much younger developmentally than their chronological age, and realizing this can explain a lot of their behaviors and prepare you for what stage will come next.

Try everything.

Never give up.

Learn to accept rejection. Ignore it. Respect it. Work around it.

Learn to trust your instincts in trying new things.

Don't leave any child out of any activity. The children can participate at their own level.

Learn and use sign language.

Involve the parents.

Become comfortable with repetition.

Always praise success, no matter how small.

HOW TO USE THE ACTIVITIES IN THIS BOOK

The activities in this book are designed to be used at the child's level. To determine the child's level, experiment. Pick the level you feel the child can succeed at, then try it. If the child is totally lost, move back. If the child does the activity with ease, move forward. Repeat each activity as many times as necessary for the child to master the skill. A task that may seem impossible at first may lead to surprising results with repetition and patience on the part of the teacher.

Praise every minute gain. Use hugs, kisses, applause, food, whatever you and the child feel comfortable with. Children with autism respond favorably to praise even if they don't seem to be responding. You start picking up body language or fleeting eye contact that tells you the child is enjoying the sensation and is beginning to expect a form of praise for work well done.

The child will have to have the minimal ability to sit before work on any of the activities can begin. Teaching a child to sit can be a monumental task. The way a teacher teaches a child to sit depends on so many factors—distractions, the number of people in the room, the lighting, the weather, the cycle of the moon, the color of the walls, the personality of the teacher, etc.—that I will leave this to the teacher and the child. Once the child can sit and attend for even a second, work can begin.

A child's hands should always be in his or her lap when the child is not working.

Remember—what works for one child will not necessarily work for another.

When an activity calls for one of the 28 worksheets, remove that worksheet page from the binder, make as many photocopies as needed, and return the original to its proper location in the book.

ALWAYS LET THE CHILD LEAD THE WAY!

A child's daily activities could be an activity from each area, or whatever combination the child needs to work on.

AUDITORY DEVELOPMENT

INTRODUCTION

The ability to remember what is heard is essential to remembering a series of verbal instructions or directions. It also plays an important role in learning rote tasks, such as counting, recalling the days of the week, and reciting the alphabet.

Auditory discrimination is important in the development of speech, an area in which children with autism often incur their biggest deficit.

Although activities for auditory development can and should be used in the classroom, the help of a speech-language pathologist should be enlisted to give the child the maximum help in this very crucial area.

ACTIVITY

WHISPER – Level I

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits beside teacher.
2. Teacher whispers simple one-part command in child's ear. (Example: Clap your hands.) Teacher demonstrates and manipulates if necessary.
3. When child completes Level I independently, move to Level II.

ACTIVITY

WHISPER – Level II

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits beside teacher.
2. Teacher whispers simple two-part command in child's ear. (Example: Clap your hands and stamp your feet.) Teacher demonstrates and manipulates if necessary.
3. When child completes Level II independently, move to Level III.

ACTIVITY

WHISPER – Level III

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits beside teacher.
2. Teacher whispers simple three-part command in child's ear. (Example: Clap your hands, stamp your feet, and stand up.)
3. When child completes Level III independently, activity is complete.

ACTIVITY

CLAPPING – Level I

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Watch and listen. I will clap. You clap just like I do." Teacher claps one time.
3. When child completes Level I independently, move to Level II.

ACTIVITY

CLAPPING – Level II

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Watch and listen. I will clap. You clap just like I do." Teacher claps one – one.
3. When child completes Level II independently, move to Level III.

ACTIVITY

CLAPPING – Level III

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Watch and listen. I will clap. You clap just like I do." Teacher claps one – one two.
3. When child completes Level III independently, activity is complete.

ACTIVITY

CREEP UP

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

blindfold

DIRECTIONS

1. Teacher blindfolds child and has child stand in a circle with everyone else around him or her.
2. Teacher selects a child to creep up on and touch blindfolded child. If blindfolded child hears other person and yells, teacher chooses another child to creep up. If blindfolded child is tagged, person who tags him or her gets to be blindfolded.
3. When child completes Creep Up, activity is complete.

ACTIVITY

MUSICAL CIRCLE CHAIRS

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION

MATERIALS

a chair for each child
record player and lively record

DIRECTIONS

1. Teacher places chairs in a circle with seats facing out.
2. Children sit on chairs.
3. Teacher instructs, "Listen. When you hear the music, stand up and walk around the chairs. When the music stops, sit down on a chair."

NOTE: Can be played daily, weekly, etc.

ACTIVITY

MUSICAL NAME CHAIRS

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY DISCRIMINATION
VISUAL DISCRIMINATION
NAME RECOGNITION

MATERIALS

chairs with each child's name taped to the back
record player and lively record

DIRECTIONS

1. Teacher places chairs in a circle with seats facing out.
2. Children sit on their chairs.
3. Teacher instructs, "Listen. When you hear the music, stand up and walk around the chairs. When the music stops, sit down on YOUR chair."

NOTE: Can be played daily, weekly, etc.

ACTIVITY

REPEAT – Level I

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say a number. You say the same number after me." Teacher says any number from 1 to 9.
3. When child completes Level I independently, move to Level II.

ACTIVITY

REPEAT – Level II

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say numbers. You say the same numbers after me." Teacher says any two numbers from 1 to 9.
3. When child completes Level II independently, move to Level III.

ACTIVITY

REPEAT – Level III

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say numbers. You say the same numbers after me." Teacher says any three numbers from 1 to 9.
3. When child completes Level III independently, move to Level IV.

ACTIVITY

REPEAT – Level IV

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say numbers. You say the same numbers after me." Teacher says any four numbers from 1 to 9.
3. When child completes Level IV independently, move to Level V.

ACTIVITY

REPEAT – Level V

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say numbers. You say the same numbers after me." Teacher says any five numbers from 1 to 9.
3. When child completes Level V independently, move to Level VI.

ACTIVITY

REPEAT – Level VI

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say numbers. You say the same numbers after me." Teacher says any six numbers from 1 to 9.
3. When child completes Level VI independently, move to Level VII.

ACTIVITY

REPEAT – Level VII
PHONE NUMBER

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY
SURVIVAL SKILL

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say your phone number. You say your phone number after me." Teacher says child's home or emergency phone number. "What is your phone number?"
3. When child completes Level VII independently, move to Level VIII.

ACTIVITY

REPEAT – Level VIII
ADDRESS

PURPOSE

AUDITORY DEVELOPMENT
AUDITORY MEMORY
SURVIVAL SKILL

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Listen. I will say your address. You say your address after me." Teacher says child's address. "What is your address?"
3. When child completes Level VIII independently, activity is complete.

CONCEPT DEVELOPMENT

INTRODUCTION

The concept activities included are those that most of us learn from daily living within our environment. The child with autism is not in tune with the environment in the same way and therefore may never grasp basic concepts. It is with great difficulty that the child does grasp, retain, and use these concepts.

The concept one has of one's body is the beginning for an understanding of the world around us. If the child's perception of his or her body is incomplete and disorganized, then how confusing the rest of the world must be. In beginning the concept development activities with body concept and moving at the child's own pace, the teacher attempts to give the child a basis for giving order to the rest of the world. Once the child begins to develop an organized and accurate sense of self, he or she develops the potential to turn the rest of the world right side up.

ACTIVITY

BODY PARTS – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: a. head b. hair c. eyes d. nose e. mouth f. ears."
4. When child completes Level I independently, move to Level II.

ACTIVITY

BODY PARTS – Level II

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: a. head b. hair c. eyes d. nose e. mouth f. ears."
3. When child completes Level II independently, move to Level III.

ACTIVITY

BODY PARTS – Level III

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: a. head b. trunk c. arms d. hands e. legs f. feet."
4. When child completes Level III independently, move to Level IV.

ACTIVITY

BODY PARTS – Level IV

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: a. head b. trunk c. arms d. hands e. legs f. feet."
3. When child completes Level IV independently, move to Level V.

ACTIVITY

BODY PARTS – Level V

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: a. head b. hair c. eyes d. eyelashes e. eyebrows f. nose g. nostrils h. mouth i. tongue j. teeth k. ears l. cheeks m. forehead n. chin o. neck."
4. When child completes Level V independently, move to Level VI.

ACTIVITY

BODY PARTS – Level VI

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: a. head b. hair c. eyes d. eyelashes e. eyebrows f. nose g. nostrils h. mouth i. tongue j. teeth k. ears l. cheeks m. forehead n. chin o. neck."
3. When child completes Level VI independently, move to Level VII.

ACTIVITY

BODY PARTS – Level VII

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: a. trunk b. chest c. back d. shoulders e. stomach f. arms g. elbows h. hands i. wrists j. thumbs k. fingers."
4. When child completes Level VII independently, move to Level VIII.

ACTIVITY

BODY PARTS – Level VIII

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: a. trunk b. chest c. back d. shoulders e. stomach f. arms g. elbows h. hands i. wrists j. thumbs k. fingers."
3. When child completes Level VIII independently, move to Level IX.

ACTIVITY

BODY PARTS – Level IX

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: a. trunk b. legs c. knees d. ankles e. feet f. toes g. heels."
4. When child completes Level IX independently, move to Level X.

ACTIVITY

BODY PARTS – Level X

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: a. trunk b. legs c. knees d. ankles e. feet f. toes e. heels."
3. When child completes Level X independently, move to Level XI.

ACTIVITY

BODY PARTS – Level XI

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs and manipulates if necessary,
   "Touch your: head hair eyes eyelashes eyebrows nose nostrils tongue teeth ears cheeks forehead chin neck trunk chest back shoulders stomach arms elbows hands wrists thumbs fingers legs knees ankles feet toes heels."
4. When child completes Level XI independently, move to Level XII.

ACTIVITY

BODY PARTS – Level XII

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your: head hair eyes eyelashes eyebrows nose nostrils tongue teeth ears cheeks forehead chin neck trunk chest back shoulders stomach arms elbows hands wrists thumbs fingers legs knees ankles feet toes heels."
3. When child completes Level XII independently, activity is complete.

ACTIVITY

SPONGE DOWN – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

sponge
warm water

DIRECTIONS

1. Child sits facing teacher.
2. Teacher wets sponge and touches and labels:
   "Eyes, nose, mouth, ears, cheeks, chin, forehead, arms, hands, fingers, thumb, elbow, legs, feet, knees, toes."
3. When child completes Level I independently, move to Level II.

NOTE: Let activity be guided by child's age, what child is wearing, weather, etc.

ACTIVITY

SPONGE DOWN – Level II

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

sponge
warm water
mirror

DIRECTIONS

1. Child sits facing mirror.
2. Teacher wets sponge and hands it to child.
3. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch your eyes, nose, mouth, ears, cheeks, forehead, arms, hands, fingers, thumb, elbow, legs, feet, knees, toes."
4. When child completes Level II independently, move to Level III.

NOTE: Let activity be guided by child's age, what child is wearing, weather, etc.

ACTIVITY

SPONGE DOWN – Level III

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

sponge
warm water

DIRECTIONS

1. Child sits facing teacher.
2. Teacher wets sponge and hands it to child.
3. Teacher instructs, "Touch my eyes, ears, nose, mouth," etc.
4. When child completes Level III independently, activity is complete.

NOTE: Let activity be guided by what teacher feels comfortable with.

ACTIVITY

LOOK AT MY FACE – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

instant camera

DIRECTIONS

1. Teacher takes close-up picture of child's face.
2. Child watches it develop.
3. Teacher places child's picture on table in front of child.
4. Teacher reviews parts of face (receptive) with cues: "Show me: a. eyes b. nose c. mouth d. ears e. hair."
5. Teacher reviews parts of face (expressive) with cues: "What is this?" (teacher points): a. eyes b. nose c. mouth d. ears e. hair
6. When child completes Level I independently, move to Level II.

ACTIVITY

LOOK AT MY FACE – Level II

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

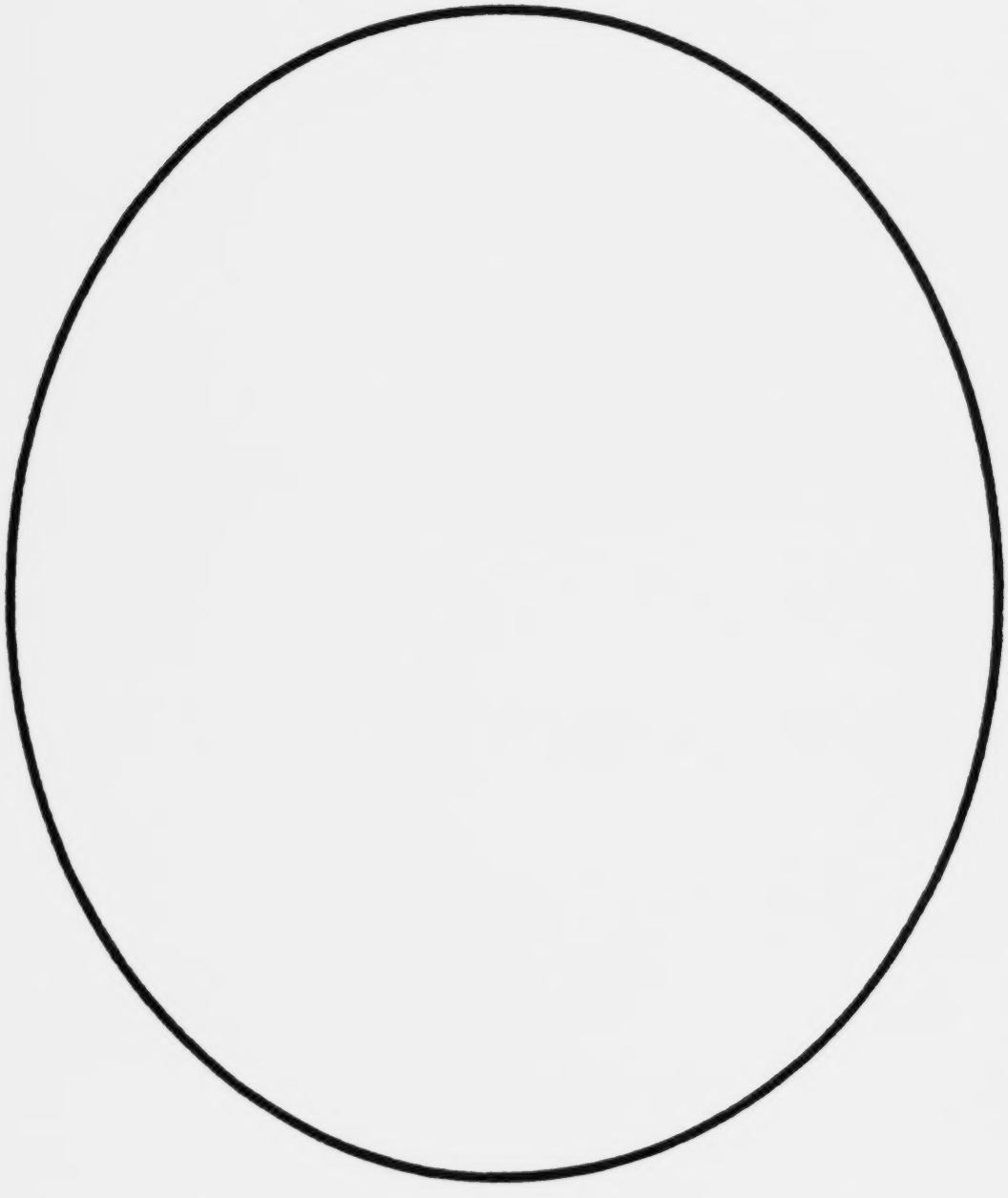
MATERIALS

instant camera picture of child's face
2 blank face worksheets (A – p. 25)
crayon or pencil

DIRECTIONS

1. Teacher places child's picture and blank face worksheet on table facing child.
2. Teacher asks: "What is missing?"
   Teacher cues if necessary.
3. Teacher instructs: "Draw a face."
   Teacher cues if necessary.
4. Teacher gives child another blank face worksheet and instructs: "Draw a face."
5. When child completes Level II independently, move to Level III.

BLANK FACE WORKSHEET



ACTIVITY

LOOK AT MY FACE – Level III

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

1 blank face worksheet (A – p. 25)

DIRECTIONS

1. Teacher places worksheet on table in front of child.
2. Teacher instructs: "Draw a face."
3. When child completes Level III independently, activity is complete.

NOTE: Face should include eyes, nose, mouth, ears, hair.

ACTIVITY

BUILD A FACE – Level I
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

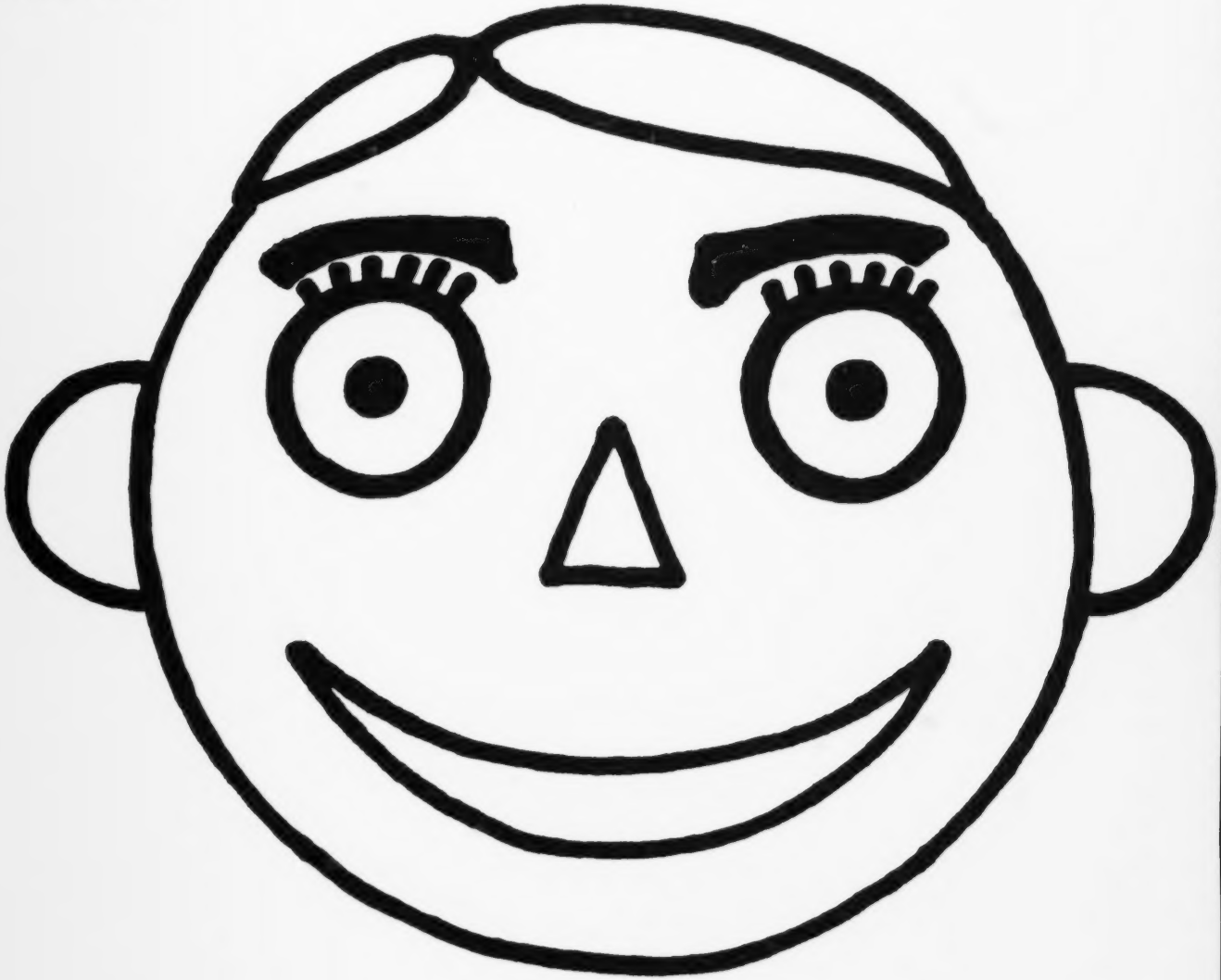
MATERIALS

face worksheet (B – p. 29) (directions below)
white school glue

DIRECTIONS

1. Making tactile face worksheet: Teacher uses face worksheet and outlines eyes, nose, and mouth with glue, letting dry thoroughly.
2. Teacher instructs, demonstrates, and manipulates if necessary, "Use your pointer finger."
3. Teacher places face worksheet on table in front of child.
4. Teacher instructs,
   "This is a face. Find the eyes. Feel the eyes. How many?
   Find the mouth. Feel the mouth. How many?
   Find the nose. Feel the nose. How many?"
5. When child completes Level I independently, move to Level II.

FACE WORKSHEET



B

ACTIVITY

BUILD A FACE – Level II
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

face worksheet (B – p. 29) (directions below)
white school glue

DIRECTIONS

1. Making tactile face worksheet: Teacher outlines eyes, nose, mouth, ears, hair, eyebrows, and eyelashes with glue, letting dry thoroughly.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "This is a face!
   Find the eyes. Feel the eyes. How many? (see note)
   Find the mouth. Feel the mouth. How many?
   Find the nose. Feel the nose. How many?
   Find the ears. Feel the ears. How many?
   Find the hair. Feel the hair.
   Find the eyebrows. Feel the eyebrows.
   Find the eyelashes. Feel the eyelashes."
3. When child completes Level II independently, move to Level III.

NOTE: Ask "How many?" if child has number concepts and will benefit from reinforcing that concept skill.

ACTIVITY

BUILD A FACE – Level III

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

face worksheet (B – p. 29)
1 set: eyes, nose, mouth, ears, hair, eyebrows, eyelashes (C – p. 33) (see note)
1 set, cut and laminated: eyes, nose, mouth, ears, hair, eyebrows, eyelashes (C – p. 33)
paste

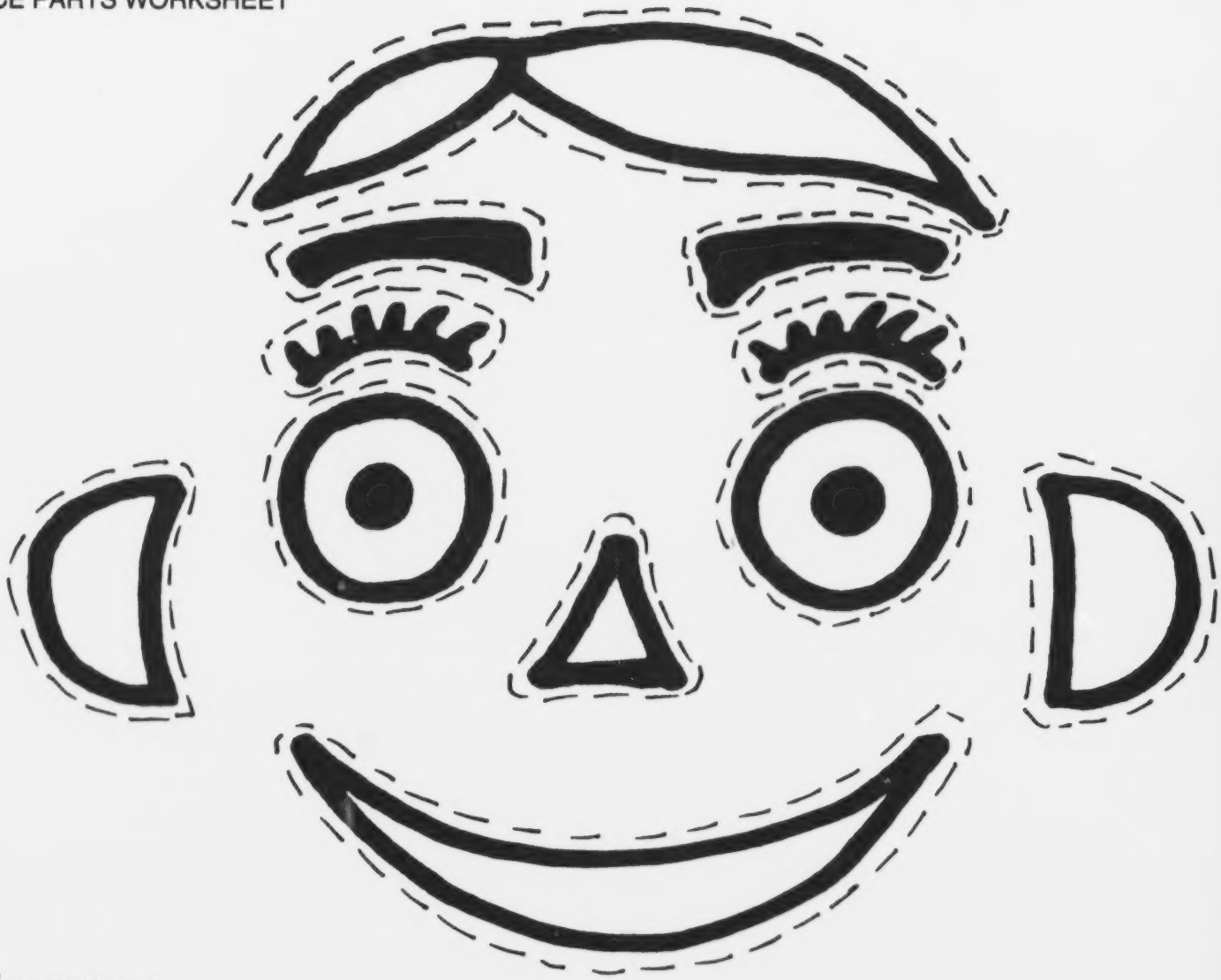
DIRECTIONS

1. Teacher places face worksheet on table in front of child.
2. Teacher instructs: "This is a face. (receptive) Show me the eyes. (Has child use pointer finger.) Show me the nose. Show me the mouth. Show me the ears. Show me the hair. Show me the eyebrows. Show me the eyelashes." (Cues if necessary.)
3. Teacher instructs: (expressive) "What is this?" Teacher points to eyes, nose, mouth, ears, hair, eyebrows, eyelashes. Child responds.
4. Teacher hands child laminated eyes. Teacher instructs: "Put the eyes on the face." Repeats with nose, mouth, ears, hair, eyebrows, eyelashes.
5. Teacher clears face of laminated parts.
6. Teacher gives child paper parts and paste and instructs: "Paste the parts of the face on the face."
7. When child completes Level III independently, move to Level IV.

NOTE: If child has adequate cutting skills, let him or her cut out face parts.

FACE PARTS WORKSHEET

C



CUT ------

ACTIVITY

BUILD A FACE – Level IV

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

face worksheet (B – p. 29)
1 set: eyes, nose, mouth, ears, hair, eyebrows, eyelashes (C – p. 33) (see note)
paste

DIRECTIONS

1. Teacher places face worksheet on table in front of child.
2. Teacher puts face parts on table beside face worksheet.
3. Teacher instructs: "Paste the face parts on the face."
4. When child completes Level IV independently, activity is complete.

NOTE: If child has adequate cutting skills, let him or her cut out face parts.

ACTIVITY

LOOK AT ME

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

instant camera

DIRECTIONS

1. Teacher takes picture of child's entire body.
2. Child watches it develop.
3. Teacher places picture on table in front of child.
4. Teacher instructs:
   "Who is this?
   (receptive) Show me your head. Show me your neck.
   Show me your trunk. Show me your arms.
   Show me your hands. Show me your legs.
   Show me your feet."
5. Teacher instructs: "What is this?" Teacher points to parts.
   (expressive) a. head b. neck c. trunk d. arms e. hands f. legs g. feet
6. When child completes Look at Me independently, activity is complete.

ACTIVITY

BUILD A PERSON – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

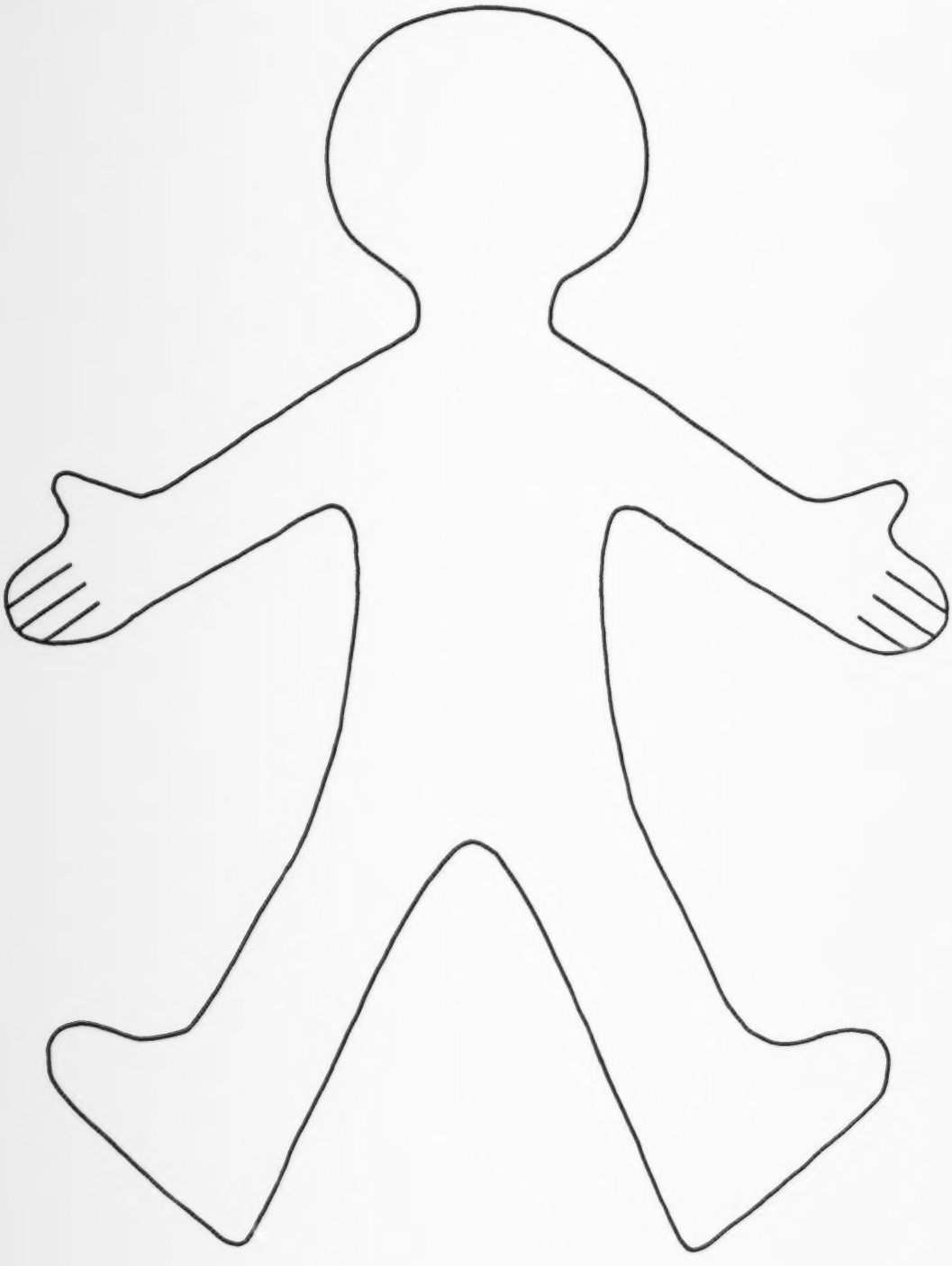
body worksheet (D – p. 39)
body worksheet (E – p. 41), cut and laminated
body worksheet (E – p. 41) (see note)
paste

DIRECTIONS

1. Teacher places body worksheet D on table in front of child.
2. Teacher instructs:
   "This is a body.
   (receptive) (Have child use pointer finger.)
   Show me the head. Show me the neck.
   Show me the trunk. Show me the arms.
   Show me the hands. Show me the legs.
   Show me the feet."
   (Teacher cues if necessary.)
3. Teacher instructs: (expressive) "What is this?" Teacher points to head, neck, trunk, arms, hands, legs, feet. Child responds. (Teacher cues if necessary.)
4. Teacher hands child laminated parts one at a time. Teacher instructs: "Put the head on the head." Repeats with neck, trunk, arms, hands, legs, feet. (Teacher cues if necessary.)
5. Teacher clears person of laminated parts.
6. Teacher gives child paper parts and paste. Teacher instructs: "Paste the parts on the person."
7. When child completes Level I independently, move to Level II.

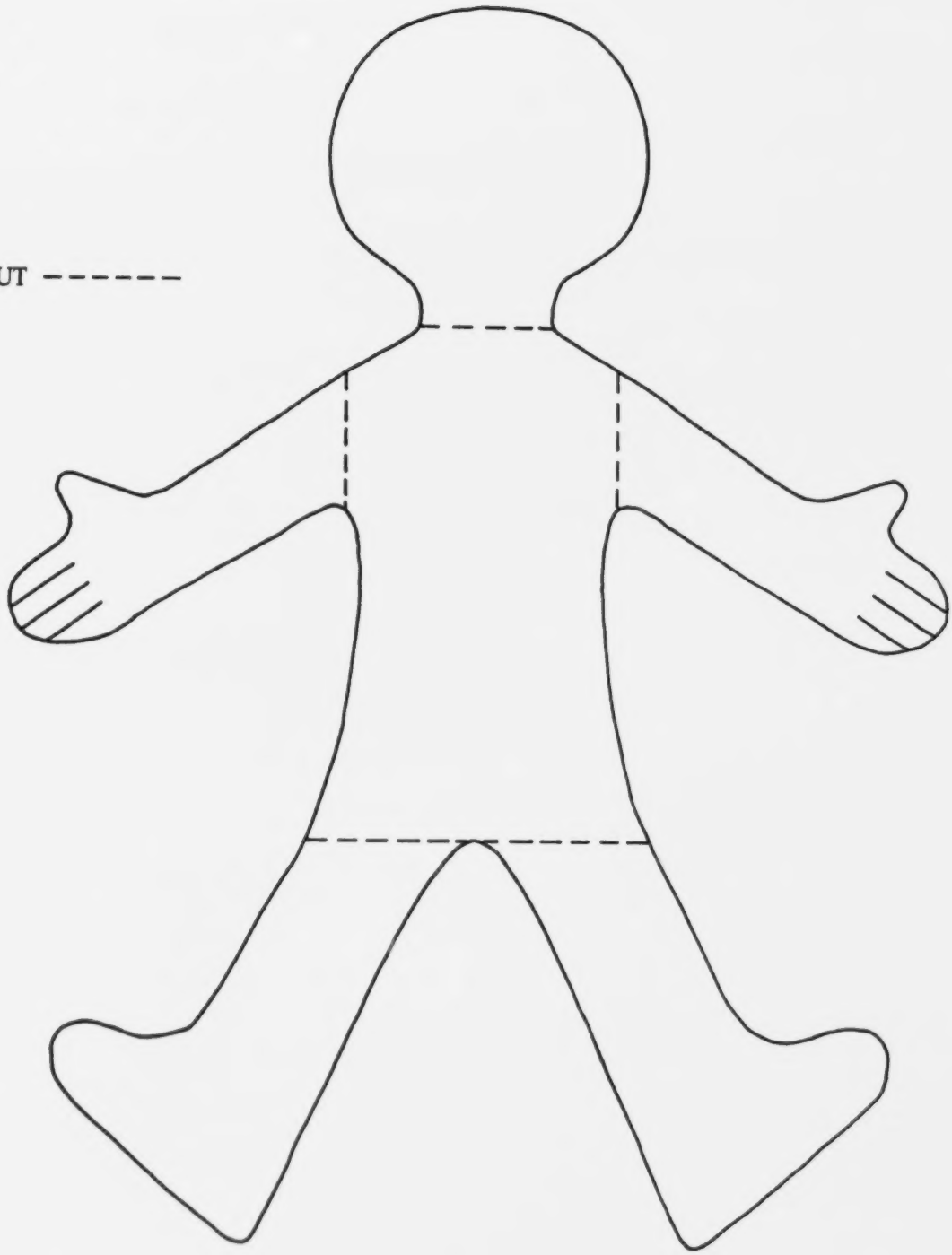
NOTE: If child has adequate cutting skills, let him or her cut out body parts.

BODY WORKSHEET



BODY WORKSHEET

CUT ------



ACTIVITY

BUILD A PERSON – Level II

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

2 body worksheets (E – p. 41), 1 cut and laminated
1 piece dark construction paper – 9" × 11"
paste

DIRECTIONS

1. Teacher places construction paper on table in front of child.
2. Teacher spreads laminated body parts out on table.
3. Teacher instructs: "Build a person." (Teacher cues if necessary.)
4. Teacher removes laminated person.
5. Teacher gives child paper parts and paste. Teacher instructs: "Paste the parts down to make a person."
6. When child completes Level II independently, activity is complete.

NOTE: If child has adequate cutting skills, let him or her cut out body parts.

ACTIVITY

DISCONNECTED PERSON

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

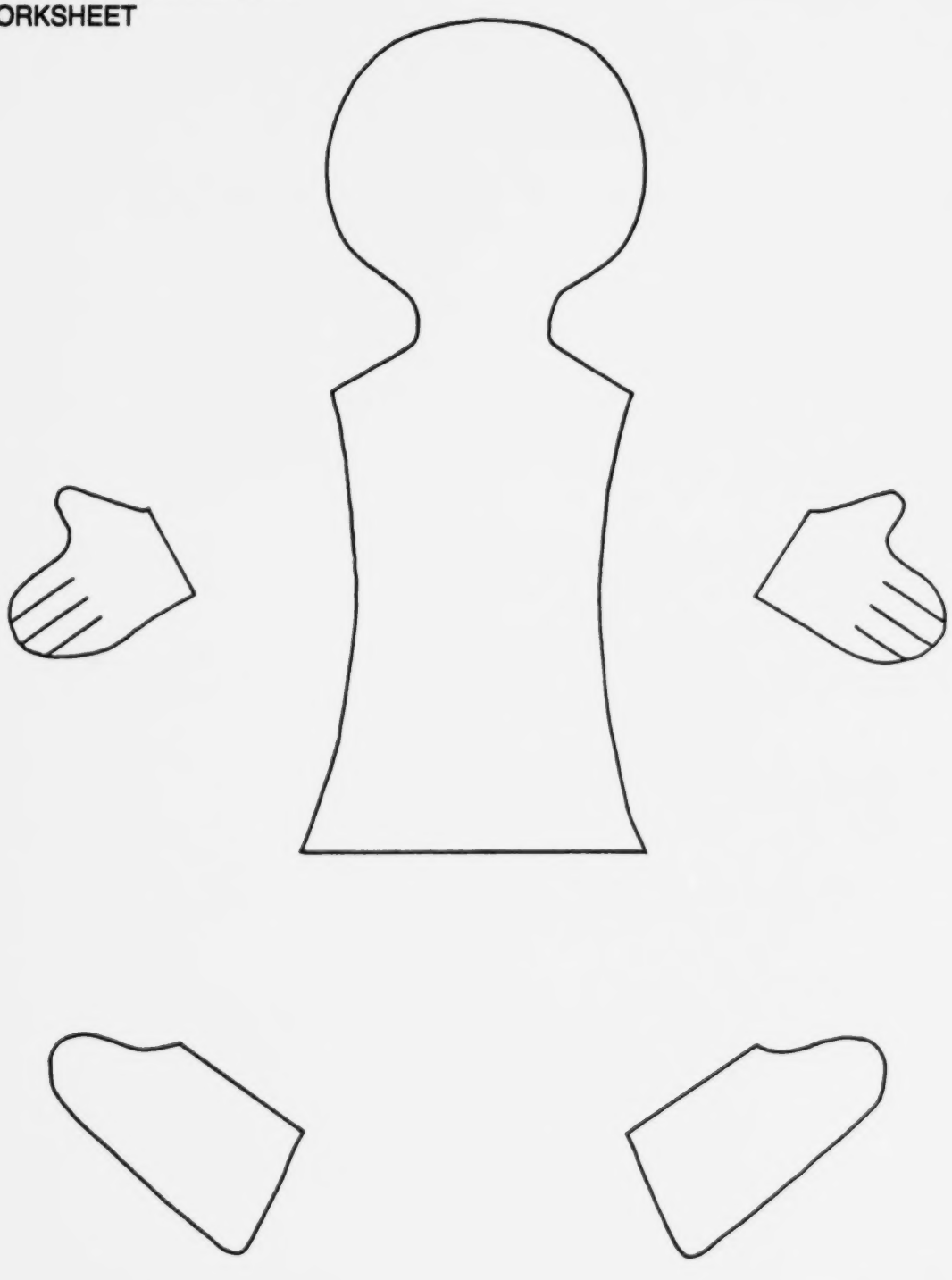
MATERIALS

2 disconnected person worksheets
(F – p. 45)
crayon

DIRECTIONS

1. Teacher places disconnected person worksheet on table in front of child.
2. Teacher asks, "What's missing?"
3. Teacher instructs, "Give the person: eyes, nose, mouth, ears, eyebrows, eyelashes, arms, legs."
4. Teacher places new disconnected person worksheet on table in front of child.
5. Teacher instructs, "Finish this person all by yourself."
6. When child completes Disconnected Person, activity is complete.

DISCONNECTED PERSON
WORKSHEET



ACTIVITY

SHADOW

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT

MATERIALS

large drawing paper
crayons
scissors

DIRECTIONS

1. Child lies down on large paper.
2. Teacher traces child's body.
3. Teacher and child cut and color.
4. Teacher hangs paper shadow on wall at child's level.
5. Teacher instructs: (receptive)
   "Show me the:

head	forehead	wrists
hair	chin	hands
eyes	neck	fingers
eyelashes	trunk	thumbs
eyebrows	chest	legs
nose	shoulders	feet
ears	stomach	toes."
cheeks	arms	

6. Teacher instructs and points: (expressive)
   "What is this:"

head	forehead	wrists
hair	chin	hands
eyes	neck	fingers
eyelashes	trunk	thumbs
eyebrows	chest	legs
nose	shoulders	feet
ears	stomach	toes
cheeks	arms	

7. When child completes Shadow, activity is complete.

ACTIVITY

STEPPING OUT

PURPOSE

CONCEPT DEVELOPMENT
BODY CONCEPT
DIRECTION – LEFT/RIGHT

MATERIALS

child's paper shadow from Shadow activity

DIRECTIONS

1. Teacher places child's paper shadow on floor.
2. Child stands beside paper shadow.
3. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand on shadow's: head neck trunk right arm left arm right hand left hand right leg left leg right foot left foot."
4. When child stands on parts independently, activity is complete.

ACTIVITY

UP AND DOWN – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

none

DIRECTIONS

1. Teacher sits facing child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Hands up.
   Hands down.
   Head up.
   Head down.
   Feet up.
   Feet down."
3. When child completes Level I independently, move to Level II.

ACTIVITY

UP AND DOWN – Level II

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

none

DIRECTIONS

1. Teacher sits facing child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Sit down."
3. When child completes Level II independently, move to Level III.

ACTIVITY

UP AND DOWN – Level III

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

small stepladder

DIRECTIONS

1. Teacher sits facing child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Go UP the ladder.
   Come down the ladder.
   Sit down."
3. When child completes Level III independently, move to Level IV.

ACTIVITY

UP AND DOWN – Level IV

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 red helium-filled balloon on string
1 blue air-filled balloon on string

DIRECTIONS

1. Teacher puts a balloon in each of child's hands.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Let go of both balloons.
   Where is the red balloon?
   Where is the blue balloon?"
3. When child completes Level IV independently, move to Level V.

ACTIVITY

UP AND DOWN – Level V

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

1 picture of child up
1 picture of child down

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs, "Look at the pictures. Find the child who is up. Give me the picture of the child who is up. Is the child up or down?"
3. Teacher replaces picture of child who is up.
4. Teacher instructs, "Look at the pictures. Find the child who is down. Give me the picture of the child who is down. Is the child up or down?"
5. When child completes Level V independently, move to Level VI.

ACTIVITY

UP AND DOWN – Level VI

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

1 picture with a child up and a child down

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture. Point to the child who is up. Is the child up or down? Point to the child who is down. Is the child up or down?"
3. When child completes Level VI independently, activity is complete.

ACTIVITY

PUSH AND PULL – Level I

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

small push broom
dustpan
masking tape
paper strips

DIRECTIONS

1. Teacher tapes a starting line on floor.
2. Teacher puts torn paper strips in a pile 6 feet from starting tape.
3. Teacher or another child holds dustpan on floor about 3 feet beyond strips.
4. Teacher gives child broom and has him or her stand at starting line.
5. Teacher instructs, "Push the paper into the dustpan."
6. Teacher pulls broom back to starting line after child has pushed paper.
7. Teacher dumps paper out and repeats activity.
8. When child completes Level I independently, move to Level II.

ACTIVITY

PUSH AND PULL – Level II

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

2 children
masking tape

DIRECTIONS

1. Teacher tapes two lines on floor about 6 feet apart.
2. Two children line up behind one line.
3. Teacher instructs Child A to pull Child B from one line to the other.
4. Teacher instructs Child B to pull Child A from one line to the other.
5. Teacher instructs Child A to push Child B from one line to the other.
6. Teacher instructs Child B to push Child A from one line to the other.
7. When both children complete Level II independently, move to Level III.

ACTIVITY

PUSH AND PULL – Level III

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 small wheelbarrow
1 small wagon
masking tape

DIRECTIONS

1. Teacher tapes two lines on floor about 6 feet apart.
2. Child stands behind one line with wheelbarrow in front of him or her.
3. Teacher stands behind other line with wagon and instructs, "Push that to the line."
4. When child reaches line, teacher takes wheelbarrow, gives child wagon, and instructs, "Pull this to the line."
5. When child completes Level III independently, move to Level IV.

ACTIVITY

PUSH AND PULL – Level IV

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

1 instant camera picture of child pushing another child
1 picture of child pulling another child

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs, "Look at the pictures. Point to the picture of the child pushing the other child. Give me the picture of the child pushing the other child. Is the child pushing or pulling the other child?"
3. Teacher replaces pushing picture.
4. Teacher instructs, "Look at the pictures. Point to the picture of the child pulling the other child. Give me the picture of the child pulling the other child. Is the child pushing or pulling the other child?"
5. When child completes Level IV independently, move to Level V.

ACTIVITY

PUSH AND PULL – Level V

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 picture of children pulling and pushing each other

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture. Find the child pushing the other child. Is the child pushing or pulling the other child?
   Look at the picture. Find the child pulling the other child. Is the child pushing or pulling the other child?"
3. When child completes Level V independently, move to Level VI.

ACTIVITY

PUSH AND PULL – Level VI

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 picture of child pulling an object (wagon, etc.)
1 picture of child pushing an object (wheelbarrow, etc.)

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs, "Look at the pictures. Point to the picture of the child pulling the _____. Give me the picture of the child pulling the _____. Is the child pushing or pulling the _____?"
3. Teacher replaces picture.
4. Teacher instructs, "Look at the pictures. Point to the picture of the child pushing the _____. Give me the picture of the child pushing the _____. Is the child pushing or pulling the _____?"
5. When child completes Level VI independently, move to Level VII.

ACTIVITY

PUSH AND PULL – Level VII

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 picture with a child pushing an object and a child pulling an object

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture. Find the child pushing the _____. Point to the child pushing the _____. Is the child pushing or pulling the _____?
   Look at the picture. Find the child pulling the _____. Point to the child pulling the _____. Is the child pushing or pulling the _____?"
3. When child completes Level VII independently, activity is complete.

ACTIVITY

IN AND OUT – Level I

PURPOSE

CONCEPT DEVELOPMENT
BODY IN SPACE

MATERIALS

large box (from refrigerator, stove, etc.)
with door cut in front

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Go into the box.
   Where are you?
   Come out of the box.
   Where are you?
   Sit down."
3. When child completes Level I independently, move to Level II.

ACTIVITY

IN AND OUT – Level II

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Go out of the room.
   Where are you?
   Come into the room.
   Where are you?
   Sit down."
3. When child completes Level II independently, move to Level III.

ACTIVITY

IN AND OUT – Level III

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Go out of the room.
   Where are you?
   Go out of the school.
   Where are you?
   (Teacher follows child.)
   Come back into the school.
   Where are you?
   Come back into the room.
   Where are you?
   Sit down."
3. When child completes Level III independently, move to Level IV.

ACTIVITY

IN AND OUT – Level IV

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 picture of child inside
1 picture of child outside

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs,
   "Look at the pictures.
   Point to the child who is inside.
   Give me the picture of the child who is inside.
   (Teacher shows picture to child.)
   Is the child inside or outside?"
3. Teacher replaces picture on table.
4. Teacher instructs,
   "Look at the pictures.
   Point to the child who is outside.
   Give me the picture of the child who is outside.
   (Teacher shows picture to child.)
   Is the child inside or outside?"
5. When child completes Level IV independently, move to Level V.

ACTIVITY

IN AND OUT – Level V

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

1 picture with a child inside and a child outside

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture.
   Point to the child who is inside.
   Is the child inside or outside?
   Look at the picture.
   Point to the child who is outside.
   Is the child inside or outside?"
3. When child completes Level V independently, activity is complete.

ACTIVITY

RIGHT AND LEFT – Level I

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION
COLOR RECOGNITION

MATERIALS

hand worksheet (trace child's hands on blank paper)
red crayon
green crayon
red chalk
green chalk

DIRECTIONS

1. Teacher has child color hand worksheet. Left hand red. Right hand green.
2. Teacher puts red chalk mark on back of child's left hand. Green chalk mark on back of child's right hand.
3. Teacher places worksheet on table in front of child.
4. Teacher instructs, demonstrates, and manipulates if necessary, "Match the red hand with the red hand. That is your left hand. Put your left hand in your lap.
5. Match the green hand with the green hand. That is your right hand. Put your right hand in your lap.
6. Put both hands on the worksheet. Raise your right hand. Put your right hand down on the worksheet.
7. Raise your left hand. Put your left hand down on the worksheet.
8. Put your right hand in the air.
9. Put your left hand in the air.
10. Put both hands on the worksheet."
11. When child completes Level I independently, move to Level II.

OPTIONAL ACTIVITIES: Put left or right hand on head, ears, eyes, nose, feet, etc.

ACTIVITY

RIGHT AND LEFT – Level II

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION

MATERIALS

hand worksheet from Level I

DIRECTIONS

1. Teacher places worksheet on table in front of child.
2. Teacher instructs, "Match your right hand with the right hand on the worksheet. Put your right hand in your lap.
3. Match your left hand with the left hand on the worksheet. Put your left hand in your lap.
4. Put both hands on the worksheet.
5. Raise your right hand. Put your right hand on the worksheet.
6. Raise your left hand. Put your left hand on the worksheet.
7. Raise your left hand into the air.
8. Raise your right hand into the air."
9. When child completes Level II independently, move to Level III.

OPTIONAL ACTIVITIES: Put right or left hand on head, ears, eyes, nose, feet, etc.

ACTIVITY

RIGHT AND LEFT – Level III

PURPOSE

CONCEPT DEVELOPMENT
DIRECTION
BODY CONCEPT

MATERIALS

full-length mirror

DIRECTIONS

1. Child stands facing mirror.
2. Teacher stands behind child.
3. Teacher instructs, demonstrates, and manipulates if necessary, "Touch your: right eye, left eye, right ear, left ear, right arm, left arm, right hand, left hand, right leg, left leg, right foot, left foot."
4. When child completes Level III independently, activity is complete.

ACTIVITY

BIG AND LITTLE – Level I

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

big child
little child (if there is not enough
size difference in your class,
borrow children from another room)

DIRECTIONS

1. Child sits beside teacher facing big and little child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up. Touch the big child. Is the child big or little? Sit down.
   Stand up. Touch the little child. Is the child big or little? Sit down."
3. When child completes Level I independently, move to Level II.

ACTIVITY

BIG AND LITTLE – Level II

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

1 little doll (doll house doll)
1 big doll (biggest doll you can find)

DIRECTIONS

1. Child sits beside teacher with dolls on floor in front of child.
2. Teacher instructs, demonstrates, and manipulates if necessary, "Stand up. Get the little doll. Give it to me. Is the doll big or little? Sit down."
3. Teacher replaces little doll.
4. Teacher instructs, "Get the big doll. Give it to me. Is the doll big or little? Sit down."
5. When child completes Level II independently, move to Level III.

ACTIVITY

BIG AND LITTLE – Level III

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

2 balloons (same color)

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Watch me," and blows one balloon up very little. "This balloon is little." Teacher lays little balloon on floor.
3. Teacher instructs, demonstrates, and manipulates if necessary,
   "Get the little balloon. Is this balloon big or little?
   Put the little balloon down."
4. Teacher instructs, "Watch me," and blows other balloon up very big. "This balloon is big." Teacher lays big balloon on floor beside little balloon.
5. Teacher instructs, demonstrates, and manipulates if necessary,
   "Get the big balloon. Is this balloon big or little?
   Get the little balloon. Is this balloon big or little?"
6. When child completes Level III independently, move to Level IV.

ACTIVITY

BIG AND LITTLE – Level IV

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

picture of big child (use instant camera to personalize activity)
picture of small child

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs,
   "Look at the pictures. Point to the picture of the big child. Give me the big child. Is the child big or little?
   Point to the picture of the little child. Give me the little child. Is the child big or little?"
3. When child completes Level IV independently, move to Level V.

ACTIVITY

BIG AND LITTLE – Level V

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

picture of 1 big and 1 little child

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture. Find the little child. Point to the little child. Is the child big or little?
   Look at the picture. Find the big child. Point to the big child. Is the child big or little?"
3. When child completes Level V independently, move to Level VI.

ACTIVITY

BIG AND LITTLE – Level VI

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

1 picture of little balloon
1 picture of big balloon

DIRECTIONS

1. Teacher places pictures on table in front of child.
2. Teacher instructs, "Look at the pictures. Point to the picture of the big balloon. Give me the picture of the big balloon. Is it big or little?"
3. Teacher replaces picture.
4. Teacher instructs, "Look at the pictures. Point to the picture of the little balloon. Give me the picture of the little balloon. Is it big or little?"
5. When child completes Level VI independently, move to Level VII.

ACTIVITY

BIG AND LITTLE – Level VII

PURPOSE

CONCEPT DEVELOPMENT
SIZE

MATERIALS

picture of 1 big and 1 little balloon

DIRECTIONS

1. Teacher places picture on table in front of child.
2. Teacher instructs,
   "Look at the picture. Find the little balloon. Point to the little balloon. Is the balloon big or little?
   Look at the picture. Find the big balloon. Point to the big balloon. Is the balloon big or little?"
3. When child completes Level VII independently, activity is complete.

ACTIVITY

DAYS OF THE WEEK

PURPOSE

CONCEPT DEVELOPMENT
TIME

MATERIALS

4" × 8" laminated sheets with days of week Sunday through Saturday, each printed in a different color
clear contact paper
masking tape

DIRECTIONS

1. Teacher places days of week on floor with masking tape in left to right progression: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Cover with clear contact paper.
2. During morning group activities teacher instructs one child at a time,
   "What day is it?" Teacher cues if necessary.
   "Stand on _____." (the correct day)
3. If necessary, teacher cues the color. "Find Monday. It is red."
4. If necessary, teacher manipulates child to correct day.
5. When child is standing on correct day, teacher instructs, "What day is it?"
6. Child signs or says, "Today is _____."

ACTIVITY

TOUCH, TOUCH, TOUCH – Level I
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
SHAPES

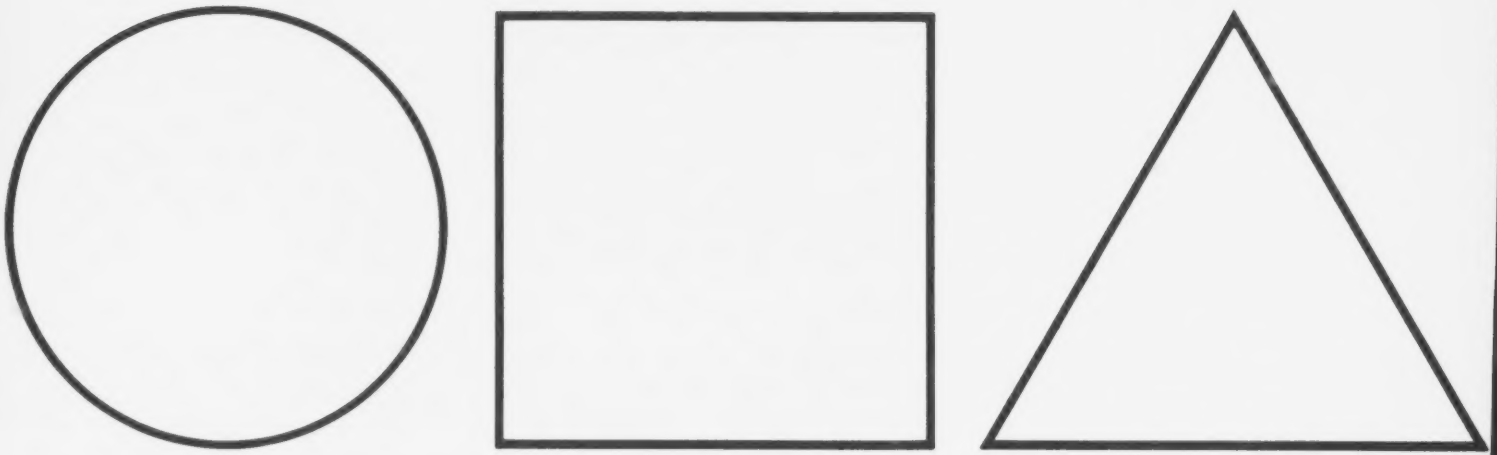
MATERIALS

touch, touch, touch worksheet (G – p. 69)
1 sandpaper circle, square, and triangle
(use worksheet for pattern)
white school glue

DIRECTIONS

1. Teacher glues sandpaper shapes on worksheet.
2. Teacher places worksheet on table in front of child.
3. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch the square. (receptive)
   What is it? (expressive)
   Touch the circle. (receptive)
   What is it? (expressive)
   Touch the triangle. (receptive)
   What is it?" (expressive)
4. When child completes Level I independently, move to Level II.

TOUCH, TOUCH, TOUCH WORKSHEET



ACTIVITY

TOUCH, TOUCH, TOUCH – Level II

PURPOSE

CONCEPT DEVELOPMENT
SHAPES

MATERIALS

touch, touch, touch worksheet (G – p. 69)

DIRECTIONS

1. Teacher places worksheet on table in front of child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Touch the square. (receptive)
   What is it? (expressive)
   Touch the circle. (receptive)
   What is it? (expressive)
   Touch the triangle. (receptive)
   What is it?" (expressive)
3. When child completes Level II independently, activity is complete.

ACTIVITY

FACES – Level I
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
SAME/DIFFERENT

MATERIALS

1 faces worksheet (H – p. 73)
white school glue

DIRECTIONS

1. Teacher goes over mouths with glue and lets dry.
2. Teacher places faces worksheet on table in front of child.
3. Teacher instructs and manipulates child's hand,
   "Use your pointer finger.
   Feel the happy face at the top. You find the faces that are the same."
4. When child completes Level I independently, move to Level II.

FACES WORKSHEET

73

74

H

73

ACTIVITY

FACES – Level II
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
SAME/DIFERENT

MATERIALS

1 faces worksheet (H – p. 73)
white school glue

DIRECTIONS

1. Teacher goes over mouths with glue and lets dry.
2. Teacher places faces worksheet on table in front of child.
3. Teacher instructs and manipulates child's hand,
   "Use your pointer finger.
   Feel the happy face at the top. These faces are different. You find the faces that are different."
4. When child completes Level II independently, move to Level III.

ACTIVITY

FACES – Level III

PURPOSE

CONCEPT DEVELOPMENT
SAME/DIFFERENT

MATERIALS

1 faces worksheet (H – p. 73)
crayon

DIRECTIONS

1. Teacher places faces worksheet on table in front of child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Color all the faces that are the same as this one."
   Teacher points to face at top of page.
3. When child completes Level III independently, move to Level IV.

ACTIVITY

FACES – Level IV

PURPOSE

CONCEPT DEVELOPMENT
SAME/DIFFERENT

MATERIALS

1 faces worksheet (H – p. 73)
crayon

DIRECTIONS

1. Teacher places faces worksheet on table in front of child.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Color all the faces that are different from this one."
   Teacher points to face at top of page.
3. When child completes Level IV independently, move to Level V.

ACTIVITY

FACES – Level V
CUT AND PASTE

PURPOSE

CONCEPT DEVELOPMENT
SAME/DIFFERENT

MATERIALS

2 faces worksheets (H – p. 73)
scissors
paste

DIRECTIONS

1. Teacher places one faces worksheet on table in front of child.
2. Teacher instructs, "Cut out all the faces."
3. Teacher moves faces aside and places second faces worksheet on table in front of child.
   Teacher instructs, "Match and paste the faces."
4. When child completes Level V independently, activity is complete.

ACTIVITY

BRING ME – Level I (red)

PURPOSE

CONCEPT DEVELOPMENT
COLOR

MATERIALS

1 medium size red toy (ball, car, block, etc.)

DIRECTIONS

1. Teacher places red toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a red _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level I independently, move to Level II.

77

ACTIVITY

BRING ME – Level II (red)

MATERIALS

1 red paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the red paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of cone.
4. When child completes Level II independently, move to Level III.

ACTIVITY

BRING ME – Level III (yellow)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

1 medium size yellow toy (ball, car, block, etc.)

DIRECTIONS

1. Teacher places yellow toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a yellow _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level III independently, move to Level IV.

ACTIVITY

BRING ME – Level IV (yellow)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 yellow paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the yellow paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of red dip.
4. When child completes Level IV independently, move to Level V.

ACTIVITY

BRING ME – Level V (blue)

MATERIALS

1 medium size blue toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT

DIRECTIONS

1. Teacher places blue toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a blue _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level V independently, move to Level VI.

ACTIVITY

BRING ME – Level VI (blue)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 blue paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the blue paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of yellow dip.
4. When child completes Level VI independently, move to Level VII.

ACTIVITY

BRING ME – Level VII (green)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

1 medium size green toy (ball, car, block, etc.)

DIRECTIONS

1. Teacher places green toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a green _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level VII independently, move to Level VIII.

ACTIVITY

BRING ME – Level VIII (green)

MATERIALS

1 green paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the green paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of blue dip.
4. When child completes Level VIII independently, move to Level IX.

ACTIVITY

BRING ME – Level IX (orange)

MATERIALS

1 medium size orange toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places orange toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find an orange _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level IX independently, move to Level X.

ACTIVITY

BRING ME – Level X (orange)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 orange paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the orange paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of green dip.
4. When child completes Level X independently, move to Level XI.

ACTIVITY

BRING ME – Level XI (purple)

MATERIALS

1 medium size purple toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places purple toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a purple _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level XI independently, move to Level XII.

ACTIVITY

BRING ME – Level XII (purple)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 purple paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the purple paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of orange dip.
4. When child completes Level XII independently, move to Level XIII.

ACTIVITY

BRING ME – Level XIII (brown)

MATERIALS

1 medium size brown toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places brown toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a brown _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level XIII independently, move to Level XIV.

ACTIVITY

BRING ME – Level XIV (brown)

MATERIALS

1 brown paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the brown paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of purple dip.
4. When child completes Level XIV independently, move to Level XV.

90

ACTIVITY

BRING ME – Level XV (black)

MATERIALS

1 medium size black toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places black toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a black _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level XV independently, move to Level XVI.

91

ACTIVITY

BRING ME – Level XVI (black)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 black paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the black paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of brown dip.
4. When child completes Level XVI independently, move to Level XVII.

ACTIVITY

BRING ME – Level XVII (white)

MATERIALS

1 medium size white toy (ball, car, block, etc.)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

DIRECTIONS

1. Teacher places white toy in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find a white _____.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. When child completes Level XVII independently, move to Level XVIII.

ACTIVITY

BRING ME – Level XVIII (white)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 white paper ice cream dip
1 brown paper ice cream cone attached to bulletin board or wall

DIRECTIONS

1. Teacher places paper ice cream in room within child's vision.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Stand up.
   Look around.
   Find the white paper ice cream.
   Bring it to me.
   What did you find? What color?
   Sit down."
3. Teacher instructs, "Watch me," and attaches paper ice cream to top of black dip.
4. When child completes Level XVIII independently, move to Level XIX.

94

ACTIVITY

BRING ME – Level XIX (red, blue, yellow, green, orange, purple, brown, black, white)

PURPOSE

CONCEPT DEVELOPMENT
COLOR
SPEECH AND LANGUAGE DEVELOPMENT
ABSTRACT THOUGHT DEVELOPMENT

MATERIALS

1 brown paper ice cream cone attached to bulletin board or wall with all 9 paper ice cream dips on top

DIRECTIONS

1. Child sits facing teacher.
2. Teacher points to each color on ice cream cone and asks, "What color?"
3. When child completes Level XIX independently, activity is complete.

95

ACTIVITY

FEELY COUNT – Level I

PURPOSE

CONCEPT DEVELOPMENT
NUMBERS

MATERIALS

twine with 5 knots tied at 3" intervals

DIRECTIONS

1. Child sits in chair facing teacher.
2. Child holds end of twine in left hand.
3. Child places right hand beside holding hand and slides over each knot, counting as he or she goes: 1 – 2 – 3 – 4 – 5.
4. Teacher manipulates child's hands on rope if necessary and counts with child.
5. When child completes Level I independently, move to Level II.

ACTIVITY

FEELY COUNT – Level II

PURPOSE

CONCEPT DEVELOPMENT
NUMBERS

MATERIALS

twine with 10 knots tied at 3" intervals

DIRECTIONS

1. Child sits facing teacher.
2. Child holds end of twine in left hand.
3. Child places right hand beside holding hand and slides over each knot, counting as he or she goes: 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10.
4. When child completes Level II independently, activity is complete.

96

ACTIVITY

GIVE ME – Level I

PURPOSE

CONCEPT DEVELOPMENT
NUMBERS

MATERIALS

raisins – small box
place mat

DIRECTIONS

1. Child sits at table facing teacher.
2. Teacher puts one raisin on place mat in front of child.
3. Teacher instructs:
   "Count the raisins. How many?"
   Teacher cues if necessary.
   "Give me one raisin."
   If one raisin given, teacher says: "Good job. You gave me one raisin. I will give you one raisin. You may eat one raisin."
   If incorrect number of raisins given, teacher may eat one raisin or put one raisin back in box, saying: "I eat one raisin" or "I put one raisin back in the box," stressing the number of raisins.
4. Teacher repeats procedure with two raisins, three raisins, four raisins, five raisins.
5. When child completes Level I independently, move to Level II.

NOTE: If child does not like raisins, try peanuts or other small, healthy snack.

97

ACTIVITY

GIVE ME – Level II

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS
VALUE

MATERIALS

raisins – small box
place mat

DIRECTIONS

1. Child sits at table facing teacher.
2. Teacher puts five raisins on place mat in front of child.
3. Teacher instructs:
   "Count four raisins.
   Give me four raisins."
   If four raisins given, teacher says: "Good job. You gave me four raisins. I will give you four raisins. You may eat four raisins."
   If incorrect number of raisins given, teacher may eat raisins or put them back in box, saying: "No, this is not _____ raisins. It is _____ raisins. I get to eat _____ raisins or put _____ raisins back in the box."
4. Teacher repeats procedure with three raisins, two raisins, one raisin, five raisins in any order, always starting each step with five raisins on the place mat.
5. When child completes Level II independently, move to Level III.

ACTIVITY

GIVE ME – Level III

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

10 counting bears (or chips, blocks, etc.)

DIRECTIONS

1. Child sits at table facing teacher.
2. Teacher places number of bears on table in front of child, one at a time, counting objects as they are placed. Teacher starts with one and increases by one until 10 is reached.
   TEACHER PLACES OBJECTS LEFT TO RIGHT.
   CHILD COUNTS LEFT TO RIGHT.
   CHILD PICKS UP LEFT TO RIGHT.
   CHILD SETS OBJECTS DOWN LEFT TO RIGHT.
3. Teacher instructs, demonstrates, and manipulates if necessary,
   "Use your pointing finger. Count _____ bears. Touch as you count.
   Give me _____ bears.
   Pick up one bear at a time.
   Count each bear as you pick up."
4. Teacher holds out palm to receive bears.
5. Teacher increases until child can give 10 bears.
6. When child completes Level III, activity is complete.

ACTIVITY

NUMBER GRID – Level I
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (I – p. 101)
white school glue
crayon

DIRECTIONS

1. Teacher goes over number 1 and outlines box with glue, letting dry.
2. Teacher places grid on table in front of child.
3. Teacher points to 1 and instructs, demonstrates, and cues if necessary,
   "What number?
   Use your pointer finger.
   Trace number 1. Say or sign 1.
   Trace one box. Say or sign 1.
   Pick up the crayon.
   Color one box. Say or sign 1.
   Put the crayon down."
4. Teacher places new number grid on table in front of child.
5. Teacher instructs, "Color one box."
6. When child completes Level I independently, move to Level II.

NUMBER GRID

101

ACTIVITY

NUMBER GRID – Level II
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

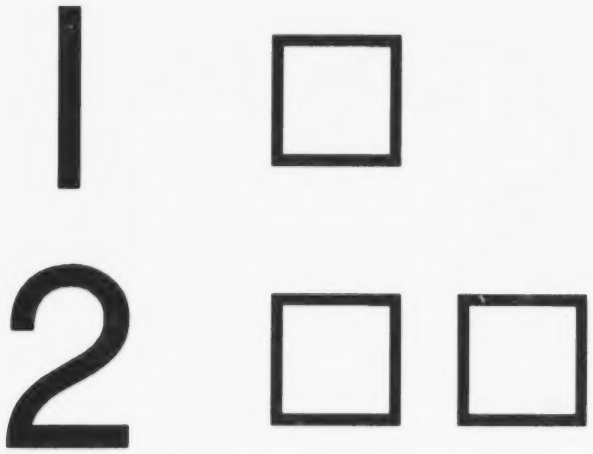
MATERIALS

2 number grids (J – p. 105)
white school glue
crayon

DIRECTIONS

1. Teacher goes over number 2 and outlines two boxes with glue, letting dry.
2. Teacher places grid on table in front of child.
3. Teacher points to 2 and instructs, demonstrates, and cues if necessary,
   "What number?
   Use your pointer finger.
   Trace number 2. Say or sign 2.
   Trace two boxes. Say or sign 1 – 2.
   USE LEFT TO RIGHT PROGRESSION.
   Pick up the crayon.
   Color two boxes. Say or sign 1 – 2.
   USE LEFT TO RIGHT PROGRESSION.
   Put the crayon down."
4. Teacher places new number grid on table in front of child.
5. Teacher instructs, "Find number 2. Color two boxes."
6. When child completes Level II independently, move to Level III.

NUMBER GRID



ACTIVITY

NUMBER GRID – Level III
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

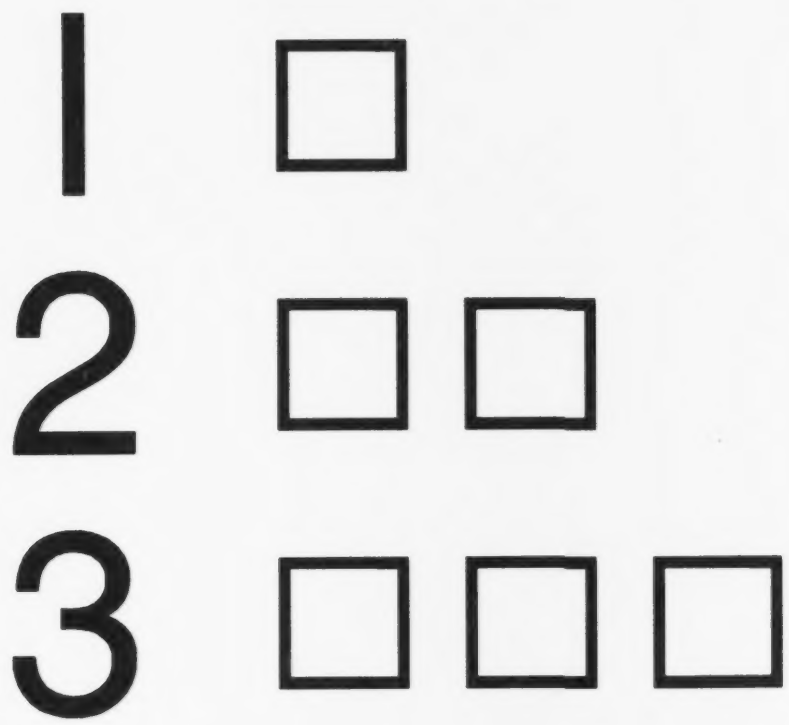
MATERIALS

2 number grids (K – p. 109)
white school glue
crayon

DIRECTIONS

1. Teacher goes over number 3 and outlines three boxes with glue, letting dry.
2. Teacher places grid on table in front of child.
3. Teacher points to 3 and instructs, demonstrates, and cues if necessary,
   "What number?
   Use your pointer finger.
   Trace number 3. Say or sign 3.
   Trace three boxes. Say or sign 1 – 2 – 3.
   USE LEFT TO RIGHT PROGRESSION.
   Pick up the crayon.
   Color three boxes. Say or sign 1 – 2 – 3.
   USE LEFT TO RIGHT PROGRESSION.
   Put the crayon down."
4. Teacher places new number grid on table in front of child.
5. Teacher instructs, "Find number 3. Color three boxes."
6. When child completes Level III independently, move to Level IX.

NUMBER GRID



ACTIVITY

NUMBER GRID – Level IV
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

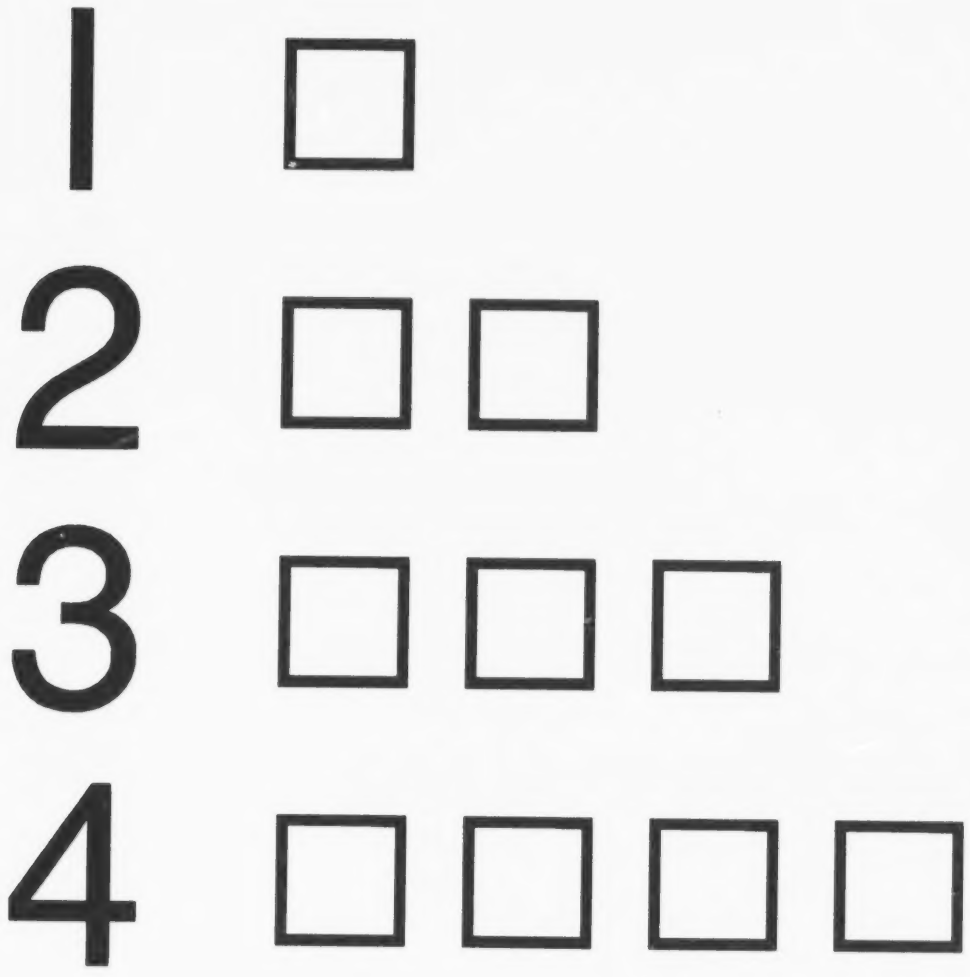
MATERIALS

2 number grids (L – p. 113)
white school glue
crayon

DIRECTIONS

1. Teacher goes over number 4 and outlines four boxes with glue, letting dry.
2. Teacher places grid on table in front of child.
3. Teacher points to 4 and instructs, demonstrates, and cues if necessary,
   "What number?
   Use your ponter finger.
   Trace number 4. Say or sign 4.
   Trace four boxes. Say or sign 1 – 2 – 3 – 4.
   USE LEFT TO RIGHT PROGRESSION.
   Pick up the crayon.
   Color four boxes. Say or sign 1 – 2 – 3 – 4.
   USE LEFT TO RIGHT PROGRESSION.
   Put the crayon down."
4. Teacher places new number grid on table in front of child.
5. Teacher instructs, "Find number 4. Color four boxes."
6. When child completes Level IV independently, move to Level V.

NUMBER GRID



ACTIVITY

NUMBER GRID – Level V
TACTILE

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

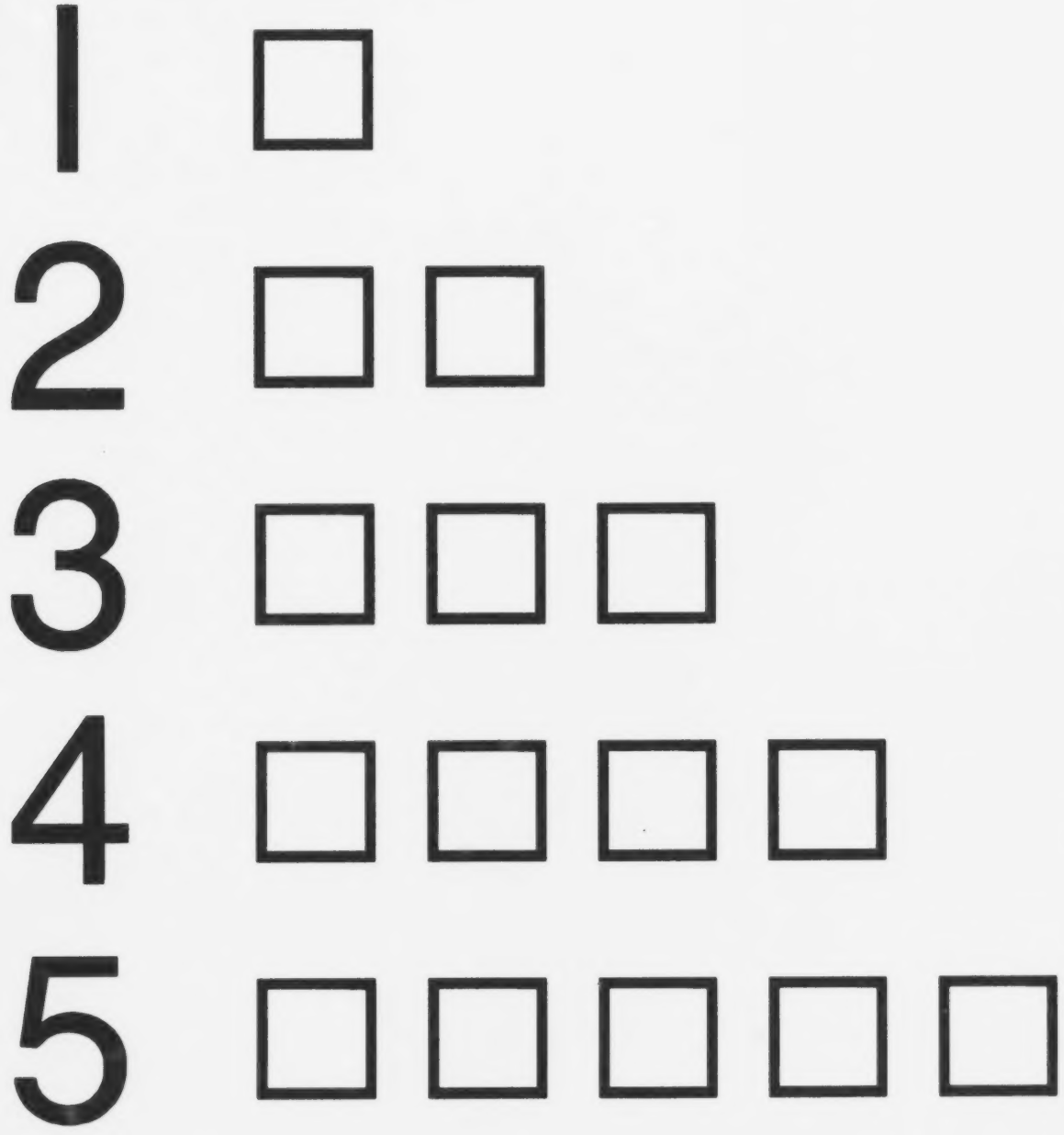
MATERIALS

2 number grids (M – p. 117)
white school glue
crayon

DIRECTIONS

1. Teacher goes over number 5 and outlines five boxes with glue, letting dry.
2. Teacher places grid on table in front of child.
3. Teacher points to 5 and instructs, demonstrates, and cues if necessary,
   "What number?
   Use your pointer finger.
   Trace number 5. Say or sign 5.
   Trace five boxes. Say or sign 1 – 2 – 3 – 4 – 5.
   USE LEFT TO RIGHT PROGRESSION.
   Pick up the crayon.
   Color five boxes. Say or sign 1 – 2 – 3 – 4 – 5.
   USE LEFT TO RIGHT PROGRESSION.
   Put the crayon down."
4. Teacher places new number grid on table in front of child.
5. Teacher instructs, "Find number 5. Color five boxes."
6. When child completes Level V independently, move to Level VI.

NUMBER GRID



ACTIVITY

NUMBER GRID – Level VI

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (I – p. 101)
1 chip – approximately same size as square on grid
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher places chip on table at bottom of grid.
3. Teacher places small bowl on table at top of grid.
4. Teacher points to number 1 and instructs, demonstrates, and cues if necessary,
   "What number?
   Count the square.
   How many?
   (Teacher points to chip.)
   How many?
   Place the chip on the square, counting as you go.
   Take the chip off the square.
   Put the chip in the bowl.
   Pick up the crayon.
   Color the square.
   Lay the crayon down."
5. Teacher places new grid on table in front of child with one chip in bowl at top of grid, lays crayon beside grid, and instructs, "Count and color this page. When you are finished, lay the crayon down."
6. When child completes Level VI independently, move to Level VII.

ACTIVITY

NUMBER GRID – Level VII

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (J – p. 105)
2 chips
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher follows instructions for Number Grid Level VI for number 1.
3. Teacher places two chips on table at bottom of grid.
4. Teacher points to number 2 and instructs, demonstrates, and cues if necessary, (USE LEFT TO RIGHT PROGRESSION ON ALL MOVES)

   "What number?
   Count the squares.
   How many?
   (Teacher points to chips.)
   How many?
   Place the chips on the squares, counting as you go: 1 – 2.
   Take the chip off the first square.
   Put the chip in the bowl.
   Pick up the crayon.
   Color the square.
   Lay the crayon down.
   Take the next chip off the square.
   Pick the crayon up.
   Color the square.
   Lay the crayon down.
   Count the squares you colored.
   How many?
   (Teacher points to number 2.)
   What number?"
5. Teacher places new grid on table in front of child with two chips in bowl at top of grid, lays crayon beside grid, and instructs, "Count and color this page. When you are finished, lay the crayon down."
6. When child completes Level VII independently, move to Level VIII.

ACTIVITY

NUMBER GRID – Level VIII

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (K – p. 109)
3 chips
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher follows instructions for Number Grid Levels VI and VII for numbers 1 and 2.
3. Teacher places three chips on table at bottom of grid.
4. Teacher points to number 3 and instructs, demonstrates, and cues if necessary, (USE LEFT TO RIGHT PROGRESSION ON ALL MOVES)
   "What number?
   Count the squares.
   How many?
   (Teacher points to chips.)
   How many?
   Place the chips on the squares, counting as you go: 1 – 2 – 3.
   Take the chip off the first square.
   Put the chip in the bowl.
   Pick up the crayon.
   Color the square.
   Lay the crayon down.
   (Teacher repeats with other two chips.)
   Count the squares you colored.
   How many?
   (Teacher points to number 3.)
   What number?"
5. Teacher places new grid on table in front of child with three chips in bowl at top of grid, lays crayon beside grid, and instructs, "Count and color this page. When you are finished, lay the crayon down."
6. When child completes Level VIII independently, move to Level IX.

ACTIVITY

NUMBER GRID – Level IX

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (L – p. 113)
4 chips
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher follows directions for Number Grid Levels VI, VII, and VIII for numbers 1, 2, and 3.
3. Teacher places four chips on table at bottom of grid.
4. Teacher points to number 4 and instructs, demonstrates, and cues if necessary, (USE LEFT TO RIGHT PROGRESSION ON ALL MOVES)

   "What number?
   Count the squares.
   How many?
   (Teacher points to chips.)
   How many?
   Place the chips on the squares, counting as you go: 1 – 2 – 3 – 4.
   Take the chip off the first square.
   Put the chip in the bowl.
   Pick up the crayon.
   Color the square.
   Lay the crayon down.
   (Teacher repeats with other three chips.)
   Count the squares you colored.
   How many?
   (Teacher points to number 4.)
   What number?"
5. Teacher places new grid on table in front of child with four chips in bowl at top of grid, lays crayon beside grid, and instructs, "Count and color this page. When you are finished, lay the crayon down."
6. When child completes Level IX independently, move to Level X.

ACTIVITY

NUMBER GRID – Level X

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

MATERIALS

2 number grids (M – p. 117)
5 chips
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher follows instructions for Number Grid Levels VI, VII, VIII, and IX for numbers 1, 2, 3, and 4.
3. Teacher places five chips on table at bottom of grid.
4. Teacher points to number 5 and instructs, demonstrates, and cues if necessary, (USE LEFT TO RIGHT PROGRESSION ON ALL MOVES)

   "What number?
   Count the squares.
   How many?
   (Teacher points to chips.)
   How many?
   Place the chips on the squares, counting as you go: 1 – 2 – 3 – 4 – 5.
   Take the chip off the first square.
   Put the chip in the bowl.
   Pick up the crayon.
   Color the square.
   Lay the crayon down.
   (Teacher repeats with other four chips.)
   Count the squares you colored.
   How many?
   (Teacher points to number 5.)
   What number?"
5. Teacher places new grid on table in front of child with five chips in bowl at top of grid, lays crayon beside grid, and instructs, "Count and color this page. When you are finished, lay the crayon down."
6. When child completes Level X independently, move to Level XI.

ACTIVITY

NUMBER GRID – Level XI

PURPOSE

CONCEPT DEVELOPMENT
NUMBER CONCEPTS

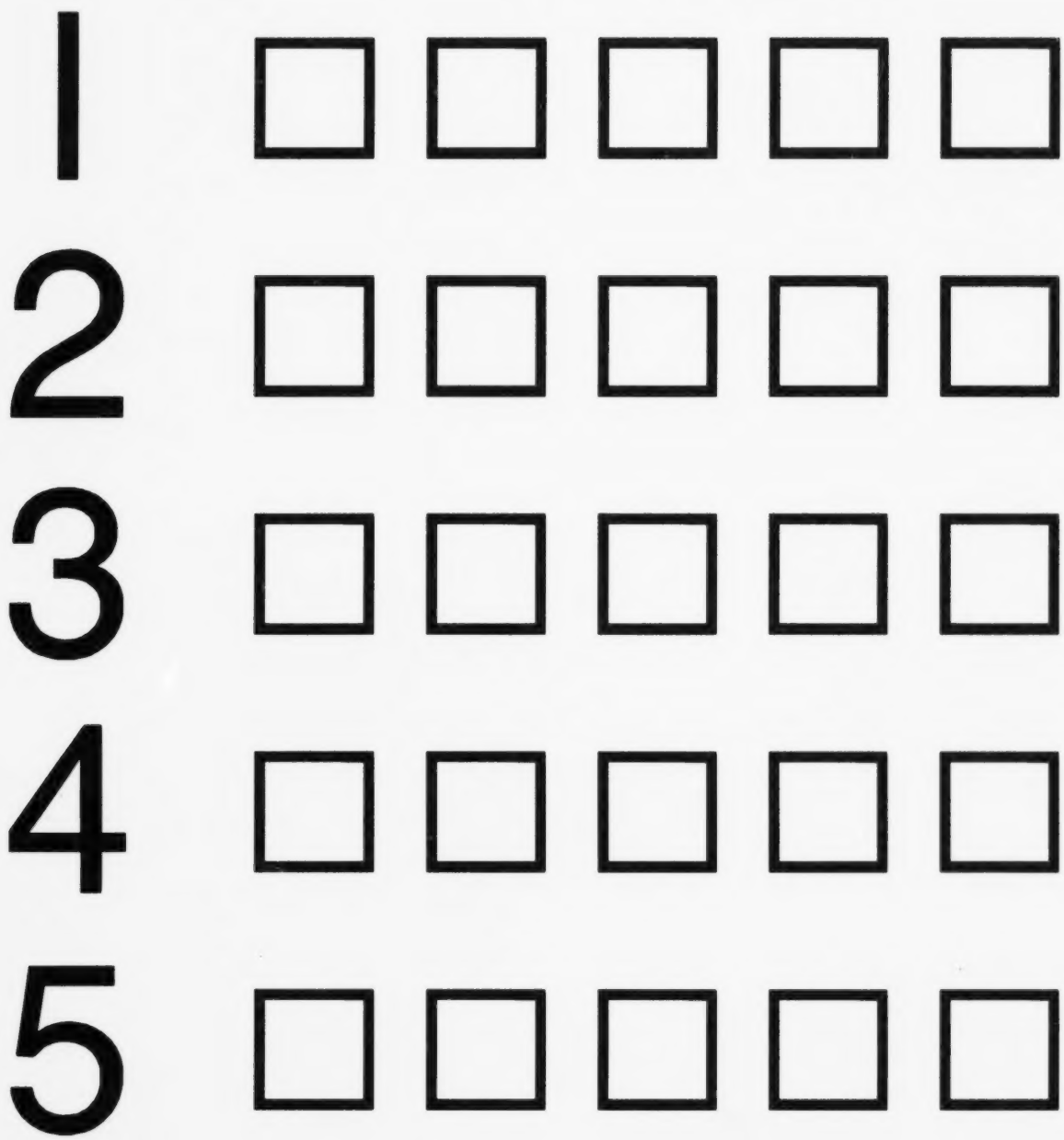
MATERIALS

2 number grids (N – p. 125)
5 chips
small bowl
crayon

DIRECTIONS

1. Teacher places grid on table in front of child.
2. Teacher places bowl with five chips at top of grid and lays crayon beside grid.
3. Teacher begins with number 1 and works down page, using instructions for Levels VI, VII, VIII, IX, and X.
4. Teacher places new grid on table in front of child with five chips in bowl at top of grid, lays crayon beside grid, and instructs,
   "Count and color this page. You may use the chips. When you are finished, lay the crayon down."
5. When child completes Level XI independently, activity is complete.

NUMBER GRID



ACTIVITY

WHAT, WHAT, HOW – Level I

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
AUDITORY SEQUENTIAL MEMORY
SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

shapes: 3 squares, 3 circles, 3 triangles (1 red, 1 yellow, 1 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up one shape and instructs and cues if necessary,
   "What color?
   What shape?
   How many?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. one 2. red 3. square 4. one 5. blue 6. square 7. one 8. yellow
   9. square 10. one 11. red 12. circle 13. one 14. blue 15. circle
   16. one 17. yellow 18. circle 19. one 20. red 21. triangle
   22. one 23. blue 24. triangle 25. one 26. yellow 27. triangle
4. When child completes Level I independently, move to Level II.

ACTIVITY

WHAT, WHAT, HOW – Level II

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
SPEECH AND LANGUAGE
DEVELOPMENT

MATERIALS

shapes: 3 squares, 3 circles, 3 triangles (1 red, 1 yellow, 1 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up one shape and instructs and cues if necessary,
   (two-part question)
   "What shape and color?
   What shape and how many?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. red square 2. 1 square 3. blue square 4. 1 square 5. yellow square
   6. 1 square 7. red circle 8. 1 circle 9. blue circle 10. 1 circle 11. yellow circle
   12. 1 circle 13. red triangle 14. 1 triangle 15. blue triangle 16. 1 triangle
   17. yellow triangle 18. 1 triangle
4. When child completes Level II independently, move to Level III.

ACTIVITY

WHAT, WHAT, HOW – Level III

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

shapes: 3 squares, 3 circles, 3 triangles (1 red, 1 yellow, 1 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up one shape and instructs and cues if necessary,
   (three-part question)
   "What color, what shape, how many?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. 1 red square 2. 1 blue square 3. 1 yellow square 4. 1 red circle
   5. 1 blue circle 6. 1 yellow circle 7. 1 red triangle 8. 1 blue triangle
   9. 1 yellow triangle
4. When child completes Level III independently, move to Level IV.

ACTIVITY

WHAT, WHAT, HOW – Level IV

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

shapes: 3 squares, 3 circles, 3 triangles (1 red, 1 yellow, 1 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up two shapes, same color, and instructs and cues if necessary, (one-part question)
   "What color?
   What shape?
   How many?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. two 2. red 3. squares 4. two 5. blue 6. squares 7. two 8. yellow
   9. squares 10. two 11. red 12. circles 13. two 14. blue 15. circles
   16. two 17. yellow 18. circles 19. two 20. red 21. triangles
   22. two 23. blue 24. triangles 25. two 26. yellow 27. triangles
4. When child completes Level IV independently, move to Level V.

ACTIVITY

WHAT, WHAT, HOW – Level V

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
SPEECH AND LANGUAGE
DEVELOPMENT

MATERIALS

shapes – 6 squares, 6 circles, 6 triangles (2 red, 2 yellow, 2 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up two identical shapes, same color, and instructs and cues if necessary.
   (two-part question)
   "How many and what color?
   How many and what shape?
   What color and what shape?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. two red 2. two blue 3. two yellow 4. two squares 5. two circles
   6. two triangles 7. red square 8. red circle 9. red triangle 10. blue square
   11. blue circle 12. blue triangle 13. yellow square 14. yellow circle
   15. yellow triangle
4. When child completes Level V independently, move to Level VI.

ACTIVITY

WHAT, WHAT, HOW – Level VI

PURPOSE

CONCEPT DEVELOPMENT
COLOR/SHAPE/NUMBER
SPEECH AND LANGUAGE
DEVELOPMENT

MATERIALS

shapes: 6 squares, 6 circles, 6 triangles (2 red, 2 yellow, 2 blue for each shape), about 1' – cut from sponge, cardboard, wood, etc.

DIRECTIONS

1. Child sits facing teacher.
2. Teacher holds up two identical shapes, same color, and instructs and cues if necessary, (three-part question)
   "How many, what color, what shape?"
3. Teacher repeats until all combinations of shapes and colors have been used.
   1. two red squares 2. two blue squares 3. two yellow squares
   4. two red circles 5. two blue circles 6. two yellow circles 7. two red triangles
   8. two blue triangles 9. two yellow triangles
4. When child completes Level VI independently, activity is complete.

SOCIAL DEVELOPMENT

INTRODUCTION

Just being in close proximity to others is important in developing social awareness. The teacher's job is to constantly put the child into situations in which the child has to react to another person, then to help the child to react in an appropriate way.

If the classroom is in a school with a wide population, children from other classes (special and regular) can be recruited to provide interaction. I have found this to be a very valuable teaching tool. Other children provide a casualness that may be lacking in a planned activity.

Give the children every opportunity to be out in the world and to learn to deal with the environment. Field trips are an excellent way to provide socialization. A trip to a shopping mall can provide insight for the teacher and hundreds of opportunities for the children to learn to interact in an acceptable manner.

Although you do not need a curriculum to teach social development, I have included some of the favorite activities from my classroom that will provide a starting point. Once again, let the children lead the way.

ACTIVITY

DO AS I DO

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

children's names on floor in circle

DIRECTIONS

1. Teacher sits on floor with children sitting on their names.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch me. I will do something to _____ (child next to teacher). Then _____ (same child) will do it to the child next to him (or her) and so on around the circle until it gets back to me."
3. Teacher can tickle, bump, poke, tap head, etc.

NOTE: Can be done daily, weekly, etc.

ACTIVITY

JOBS

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Each child is assigned to a job.
   Examples: turning lights on or off, watering plants, shutting and opening doors, putting chairs up, etc.
2. Each child is assigned the job for the entire school year.
3. Teacher instructs, demonstrates, and manipulates child until he or she completes task independently.

ACTIVITY

DINER

PURPOSE

SOCIAL DEVELOPMENT
SELF-HELP SKILLS

MATERIALS

simple recipe and ingredients – muffins,
cereal, sandwiches, etc.
facilities to cook and eat in

DIRECTIONS

1. Teacher assigns jobs to children, letting every child help even if manipulated through job.
2. Teacher has children do as much preparation, serving, and cleanup as possible.

NOTE: A good activity to invite other classes in for.

ACTIVITY

SNACK TIME

PURPOSE

SOCIAL DEVELOPMENT
LANGUAGE DEVELOPMENT

MATERIALS

place mats with children's names
cups
napkins

DIRECTIONS

1. Children sit at snack table.
2. Teacher instructs children individually to get place mat and cup. If child fails to get items, he or she does not get snack.
3. All children sit at table with hands in lap until everyone has place mat and cup.
4. Teacher asks each child what that day's snack is and if child wants it. Children have to respond and say "please" and "thank you" or they do not get snack.
5. When everyone is served, the children may eat.

NOTE: An excellent way to teach "hands in lap" and "wait." A good daily activity.

ACTIVITY

CUDDLES – Level I

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Children sit in circle.
2. Children take turns standing and hugging everyone in circle.
3. When majority of children complete Level I independently, move to Level II.

ACTIVITY

CUDDLES – Level II

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

stuffed dolls – 1 for each person

DIRECTIONS

1. Children sit in circle with dolls.
2. Teacher instructs and demonstrates, "Watch me, I am rocking my doll. Rock your doll.
3. Watch me, I am kissing my doll. Kiss your doll.
4. Watch me, I am hugging my doll. Hug your doll."
5. When majority of children complete Level II independently, activity is complete.

NOTE: A good daily activity.

ACTIVITY

STRUCTURED FREE PLAY – Level I

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

pre-school toys stored in visible area such as in bookcase or on table
children's names taped to floor in circle
name cards

DIRECTIONS

1. Children sit on names in circle.
2. Teacher holds up name cards individually.
3. Each child responds, "My name." If child does not respond, teacher moves on to next child, coming back to this child again; if still no response, teacher manipulates child into responding.
4. After child responds appropriately to name, teacher instructs, "Get a toy. Bring it back to your name and sit down and wait until all the children have their toys."
5. When all children have toys, teacher instructs, "Play until the bell rings." Teacher begins with 5-minute intervals, slowly increasing it to 10 or 15 minutes.
6. Teacher moves among children, keeping them on task.
7. When bell rings, children return their toy to storage area and select different toy.
8. Teacher repeats procedure as many times as time and children's interest allow.
9. If child does not follow instructions, he or she loses toy until next bell rings.
10. Only children who play appropriately move to Level II.

ACTIVITY

STRUCTURED FREE PLAY – Level II

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

simple games for two – Candy Land,
Chutes and Ladders, Hungry Hippo,
etc.
blocks – take turns stacking
puzzles

DIRECTIONS

1. One child picks game or activity and then picks partner.
2. If a child does not play appropriately, he or she leaves circle until next bell rings and other child picks another partner.
3. When children complete Level II, activity is complete.

ACTIVITY

SMACKING BUBBLES – Level I

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

bottle of bubbles with blower
children's names taped to floor in circle

DIRECTIONS

1. Children sit on names in circle.
2. Teacher instructs, "You may smack the bubbles but you cannot move from your name. If your bottom leaves your name, you will have to leave the circle for one minute."
3. Teacher blows bubbles to each child.
4. When majority of children complete Level I independently, move to Level II.

ACTIVITY

SMACKING BUBBLES – Level II

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

bottle of bubbles with blower
children's names taped to floor in circle

DIRECTIONS

1. Children sit on names in circle.
2. Teacher instructs, "Stand up when I call your name. I will blow bubbles. When all your bubbles are gone, sit down. If you smack bubbles when it isn't your turn, you will have to leave the circle for one minute."
3. Teacher blows bubbles to each child.
4. When majority of children complete Level II independently, move to Level III.

ACTIVITY

SMACKING BUBBLES – Level III

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

bottle of bubbles with blower
children's names taped to floor in circle

DIRECTIONS

1. Children sit on names in circle.
2. Teacher instructs two children to stand up. "You will share the bubbles. When the bubbles are gone, sit down. If you smack bubbles when it isn't your turn, you will have to leave the circle for one minute."
3. Teacher blows bubbles to children.
4. When majority of children complete Level III independently, move to Level IV.

ACTIVITY

SMACKING BUBBLES – Level IV

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

bottle of bubbles with blower
children's names taped to floor in circle

DIRECTIONS

1. Children sit on names in circle.
2. Teacher instructs one at a time to find a partner until all children are paired.
3. Teacher instructs and demonstrates, "You will smack bubbles with your partner." Teacher demonstrates using one of own hands and one of partner's hands. "If you smack bubbles by yourself you will leave the circle for one minute."
4. Teacher blows bubbles to all children.
5. When majority of children complete Level IV independently, activity is complete.

ACTIVITY

DRAMA

PURPOSE

SOCIAL DEVELOPMENT

MATERIALS

simple costumes and props
simple story – 3 bears, 3 pigs, etc.

DIRECTIONS

1. Teacher assigns characters.
2. Children dress themselves.
3. Teacher tells story as children act it out.

SPEECH AND LANGUAGE DEVELOPMENT

INTRODUCTION

Speech and language development should be integrated into every activity at school and at home. Continually involve the child in language, whether it be spoken or signed. Demand acceptable communication. Don't settle for grunts and gestures.

Consult with a speech-language pathologist for help with the child's communication skills.

Food can be a tremendous reinforcer for language and social skills. Withholding the food until an acceptable response is elicited can work wonders. And although at first this can be the hardest thing to do, it does produce results. Withholding something of value from a child who values little can produce tremendous anxiety and guilt in the person doing the withholding. But once the child starts responding and learning behaviors thought impossible, withholding becomes a tremendous tool for steps along a path deemed unpassable.

Involve the parents in drawing the child out while the child is in the home environment. For parents of non-verbal children, start an after-school signing class or send home copies of the signs used at school.

Make parents a welcome addition to the classroom. There should be a consistent, positive atmosphere between the home and the school. Listen to the parents. They know their child better than anyone and can provide many insights into behaviors. Many children behave differently at home than they do at school, and in order to utilize a child's potential it is important for parents and teachers to know the total child.

ACTIVITY

WHAT AM I DOING?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Teacher stops at any and all times of the day and asks, "What am I doing?"
2. Teacher elicits as much language as possible, working toward complete sentences.

ACTIVITY

WHAT ARE YOU DOING?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. At any and all times of the day teacher asks, "What are you doing?"
2. Teacher elicits as much language as possible, working toward complete sentences.

ACTIVITY

WHAT IS THAT PERSON DOING?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Teacher points someone out and asks child, "What is that person doing?"
2. Teacher elicits as much language as possible, working toward complete sentences.

ACTIVITY

LET'S GO GROCERY SHOPPING

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

shopping bag
5 food items
5 unrelated items

DIRECTIONS

1. Teacher places all items on table and has child move around table with bag.
2. Teacher instructs, "We are going shopping for food. Only put food in your shopping bag."
3. Each time child selects an item teacher asks, "What is it? Is it food? Can you eat it? What color is it? Is it big or little?," etc.

ACTIVITY

LET'S GO TOY SHOPPING

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

shopping bag
5 toys
5 unrelated items

DIRECTIONS

1. Teacher places all items on table and has child move around table with bag.
2. Teacher instructs, "We are going shopping for toys. Only put toys in your bag."
3. Each time child selects an item teacher asks, "What is it? Is it a toy? What color is it? Is it big or little?," etc.

ACTIVITY

LET'S TAKE A TRIP

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

suitcase
several pieces of clothing
toothbrush and toothpaste
comb and brush
camera
5 unrelated items

DIRECTIONS

1. Teacher places all items on table and has child move around table with suitcase.
2. Teacher instructs, "We are going on a trip. Only put things in your suitcase that you would take on a trip."
3. Each time child selects an item teacher asks, "What is it? Would you need it on a trip? What color is it? Is it big or little?," etc.

ACTIVITY

WHAT'S FOR BREAKFAST?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

breakfast items, play food as realistic as possible
other play foods not for breakfast and several non-food items
paper plate

DIRECTIONS

1. Teacher places items on table.
2. Teacher instructs, "Put the things you would eat for breakfast on your plate."
3. Teacher elicits as much language as possible. "What is it? Can you eat it? Would you eat it for breakfast? What color is it?," etc.

ACTIVITY

WHAT'S FOR LUNCH?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

lunch items; play food as realistic as possible
other play foods not for lunch and several non-food items
paper plate

DIRECTIONS

1. Teacher places items on table.
2. Teacher instructs, "Put the things you would eat for lunch on your plate."
3. Teacher elicits as much language as possible. "What is it? Can you eat it? Would you like it for lunch? What color is it?," etc.

ACTIVITY

WHAT'S FOR DINNER?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

dinner items; play food as realistic as possible
other play foods not for dinner and several non-food items
paper plate

DIRECTIONS

1. Teacher places items on table.
2. Teacher instructs, "Put the things you would eat for dinner on your plate."
3. Teacher elicits as much language as possible. "What is it? Can you eat it? Would you eat it for dinner? What color is it?," etc.

ACTIVITY

WHAT DID YOU HAVE FOR BREAKFAST?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

daily note from parent telling what child had for breakfast
pictures of breakfast food

DIRECTIONS

1. Teacher places pictures of breakfast food on table in front of child.
2. Teacher instructs, "Show me what you had for breakfast."
3. After child selects correct items, teacher instructs, "Tell me what this is," for each item. "What color is it? How did it taste? Do you like it?," etc.

NOTE: A good daily activity.

ACTIVITY

WHAT DID YOU HAVE FOR LUNCH?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

school menu
pictures of lunch food

DIRECTIONS

1. Teacher places pictures of lunch food on table in front of child.
2. Teacher instructs, "Show me what you had for lunch."
3. After child selects correct items, teacher instructs, "Tell me what this is," for each item. "What color is it? How did it taste? Do you like it?," etc.

NOTE: A good daily activity.

ACTIVITY

WHAT DID YOU HAVE FOR DINNER LAST NIGHT?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

daily note from parent telling what child had for dinner
pictures of dinner food

DIRECTIONS

1. Teacher places pictures of dinner food on table in front of child.
2. Teacher instructs, "Show me what you had for dinner last night."
3. After child selects correct items, teacher instructs, "Tell me what this is," for each item. "What color is it? How did it taste? Do you like it?," etc.

NOTE: A good daily activity.

ACTIVITY

WHAT ARE YOU WEARING?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "What are you wearing?" Teacher inquires about each item from head to toe. "What color? What design? Buttons? Zippers? Snaps?," etc.

NOTE: A good daily activity.

ACTIVITY

WHAT AM I WEARING?

PURPOSE

SPEECH AND LANGUAGE DEVELOPMENT

MATERIALS

none

DIRECTIONS

1. Child sits facing teacher.
2. Teacher instructs, "Look at me. What am I wearing today?" Teacher inquires about everything from head to toe. "What color? What design? Buttons? Zippers? Snaps?," etc.

NOTE: A good daily activity.

VISUAL-MOTOR INTEGRATION

INTRODUCTION

Many academic tasks require the integration of visual and motor processes.

A child with autism may have the fine motor agility of a brain surgeon in performing a task he or she wants to do. However, when a pencil or crayon is placed in the hand, the child goes limp as if he or she has no muscle control at all. This is another example of a child who does not see the total picture and cannot transfer skills from one area to another.

Some children will have to be taught how to hold and control a writing instrument before visual-motor activities can begin.

ACTIVITY

FOLLOW AND FIND SHAPES – Level I

PURPOSE

VISUAL-MOTOR INTEGRATION
VISUAL DISCRIMINATION
CONCEPT DEVELOPMENT –
SHAPE RECOGNITION

MATERIALS

1 circle, 1 square, 1 triangle about 3" –
wooden or plastic – preferably black or
white

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw the circle.
   Stand up.
   Get the circle.
   Bring the circle to me.
   What do you have?
   Sit down."
3. Teacher repeats process with square.
4. Teacher repeats process with triangle.
5. When child completes Level I independently, move to Level II.

ACTIVITY

FOLLOW AND FIND SHAPES – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT –
SHAPE RECOGNITION

MATERIALS

1 circle, 1 square, 1 triangle about 3" –
wooden or plastic – preferably black or
white

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw a circle and a square.
   Stand up.
   Get the circle.
   Bring the circle to me.
   What do you have?
   Sit down."
3. Teacher or child retrieves square.
4. Teacher repeats using circle and triangle (child getting triangle), then triangle and square (child getting square).
5. When child completes Level II independently, move to Level III.

ACTIVITY

FOLLOW AND FIND SHAPES – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT –
SHAPE RECOGNITION

MATERIALS

1 circle, 1 square, 1 triangle about 3" –
wooden or plastic – preferably black or
white

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw a circle, a square, and a triangle.
   Stand up.
   Get the circle.
   Bring the circle to me.
   What do you have?
   Sit down."
3. Teacher or child retrieves shapes.
4. Teacher repeats with child bringing square, then triangle, then combinations of two shapes, then all three shapes.
5. When child completes Level III independently, move to Shapes and Colors – Level I.

ACTIVITY

FOLLOW AND FIND SHAPES AND COLORS – Level I

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT – SHAPE AND COLOR RECOGNITION

MATERIALS

3 circles about 3" – red, yellow, and blue – wooden or plastic

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw red, yellow, and blue circles.
   Stand up.
   Get the red circle.
   Bring the red circle to me.
   What do you have?
   Sit down."
3. Teacher or child retrieves shapes.
4. Teacher repeats, asking for yellow circle, then asking for blue circle.
5. When child completes Level I independently, move to Level II.

ACTIVITY

FOLLOW AND FIND SHAPES AND COLORS – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT – SHAPE AND COLOR RECOGNITION

MATERIALS

3 squares about 3" – red, yellow, and blue – wooden or plastic

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw red, yellow, and blue squares.
   Stand up.
   Get the red square.
   Bring the red square to me.
   What do you have?
   Sit down."
3. Teacher or child retrieves shapes.
4. Teacher repeats, asking for yellow square, then blue square.
5. When child completes Level II independently, move to Level III.

ACTIVITY

FOLLOW AND FIND SHAPES AND COLORS – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT – SHAPE AND COLOR RECOGNITION

MATERIALS

3 circles, 3 squares, 3 triangles about 3" – wooden or plastic – 1 red, yellow, and blue for each shape

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw three shapes. (3 different shapes, 3 different colors)
   Stand up.
   Get the _____ circle.
   Bring the _____ circle to me.
   Get the _____ square.
   Bring the _____ square to me.
   Get the _____ triangle.
   Bring the _____ triangle to me.
   Sit down."
3. Teacher repeats with different combinations of colors until all have been used.
4. When child completes Level III independently, move to Shapes, Colors, and Numbers.

ACTIVITY

FOLLOW AND FIND SHAPES, COLORS, AND NUMBERS

PURPOSE

VISUAL-MOTOR INTEGRATION
CONCEPT DEVELOPMENT – SHAPE, COLOR, AND NUMBER RECOGNITION

MATERIALS

3 circles, 3 squares, 3 triangles about 3" – wooden or plastic – 1 red, 1 yellow, 1 blue for each shape

DIRECTIONS

1. Child sits beside teacher.
2. Teacher instructs, demonstrates, and manipulates if necessary,
   "Watch.
   I will throw some shapes. (Teacher throws as many shapes as child can handle.)
   Stand up.
   Get (number), (color), (shape).
   Bring (number), (color), (shape) to me.
   What do you have?
   Sit down."
3. [illegible]er repeats until child can bring all combinations of nine shapes.
4. [illegible]en child completes Shapes, Colors, and Numbers independently, Follow and Find ac[illegible]vity is complete.

ACTIVITY

HORIZONTAL LINE – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

8" × 11" piece fine sandpaper
horizontal fat black line worksheet
(O – p. 163)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper strip same size as fat line.
2. Teacher glues sandpaper strip on top of fat line.
3. Child sits at table with fat line worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat line." (Teacher manipulates child's hand across fat line several times, using left to right progression.)
6. Child traces fat line independently.
7. When child tracks fat line independently, move to Level II.

HORIZONTAL FAT BLACK LINE WORKSHEET

163

149

150

ACTIVITY

HORIZONTAL LINE – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

horizontal fat black line worksheet
(O – p. 163)

DIRECTIONS

1. Child sits at table with fat black line worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat black line." (Teacher manipulates child's hand across fat black line several times, using left to right progression.)
4. Child traces fat black line independently.
5. When child tracks fat black line independently, move to Level III.

ACTIVITY

HORIZONTAL LINE – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

horizontal skinny black line worksheet
(P – p. 167)
red crayon

DIRECTIONS

1. Child sits at table with skinny black line worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the red crayon. Trace the skinny black line."
4. When child stays on the line three out of four times, move to Level IV.

HORIZONTAL SKINNY BLACK LINE WORKSHEET

167

153

154

P

ACTIVITY

HORIZONTAL LINE – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

horizontal skinny black line worksheet
(P – p. 167)
pencil

DIRECTIONS

1. Child sits at table with skinny black line worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and draws own finger across skinny line slowly, using left to right progression. (Child draws line below existing line.)
4. When child completes Level IV independently, activity is complete.

ACTIVITY

VERTICAL LINE – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

8" × 11" piece fine sandpaper
vertical fat black line worksheet
(Q – p. 171)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper strip same size as fat line.
2. Teacher glues sandpaper strip on top of fat line.
3. Child sits at table with fat line worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat line." (Teacher manipulates child's hand down fat line several times, using top to bottom progression.)
6. Child traces fat line independently.
7. When child tracks fat line independently, move to Level II.

VERTICAL FAT BLACK LINE
WORKSHEET

171

Q

ACTIVITY

VERTICAL LINE – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

vertical fat black line worksheet
(Q – p. 171)

DIRECTIONS

1. Child sits at table with fat black line worksheet in front of him or her.
2. When child is not working teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat black line." (Teacher manipulates child's hand down fat black line several times, using top to bottom progression.)
4. Child attempts to trace fat black line independently.
5. When child tracks fat black line independently, move to Level III.

ACTIVITY

VERTICAL LINE – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

vertical skinny black line worksheet
(R – p. 175)
red crayon

DIRECTIONS

1. Child sits at table with skinny black line worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny black line."
4. When child stays on the line three out of four times, move to Level IV.

VERTICAL SKINNY BLACK LINE
WORKSHEET

R

ACTIVITY

VERTICAL LINE – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

vertical skinny black line worksheet
(R – p. 175)
pencil

DIRECTIONS

1. Child sits at table with skinny black line worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and draws own finger down skinny black line slowly, using top to bottom progression. (Child draws line next to existing line.)
4. When child completes Level IV independently, activity is complete.

ACTIVITY

CIRCLE – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

8" × 11" piece fine sandpaper
fat circle worksheet (S – p. 179)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper strip same size as fat circle.
2. Teacher glues sandpaper circle on top of fat circle.
3. Child sits at table with fat circle worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat circle."
   RIGHT-HANDED CHILDREN SHOULD TRACE COUNTERCLOCKWISE.
   LEFT-HANDED CHILDREN SHOULD TRACE CLOCKWISE.
   (Teacher manipulates child's hand around circle several times, using proper direction.)
6. Teacher instructs, "Trace the fat circle by yourself."
7. When child tracks fat circle independently, move to Level II.

FAT CIRCLE WORKSHEET

ACTIVITY

CIRCLE – LEVEL II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

fat circle worksheet (S – p. 179)

DIRECTIONS

1. Child sits at table with fat circle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat circle." (Teacher manipulates child's hand around fat circle several times, using proper direction—see Level I.)
4. Teacher instructs, "Trace the fat circle by yourself."
5. When child tracks fat circle independently, move to Level III.

ACTIVITY

CIRCLE – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

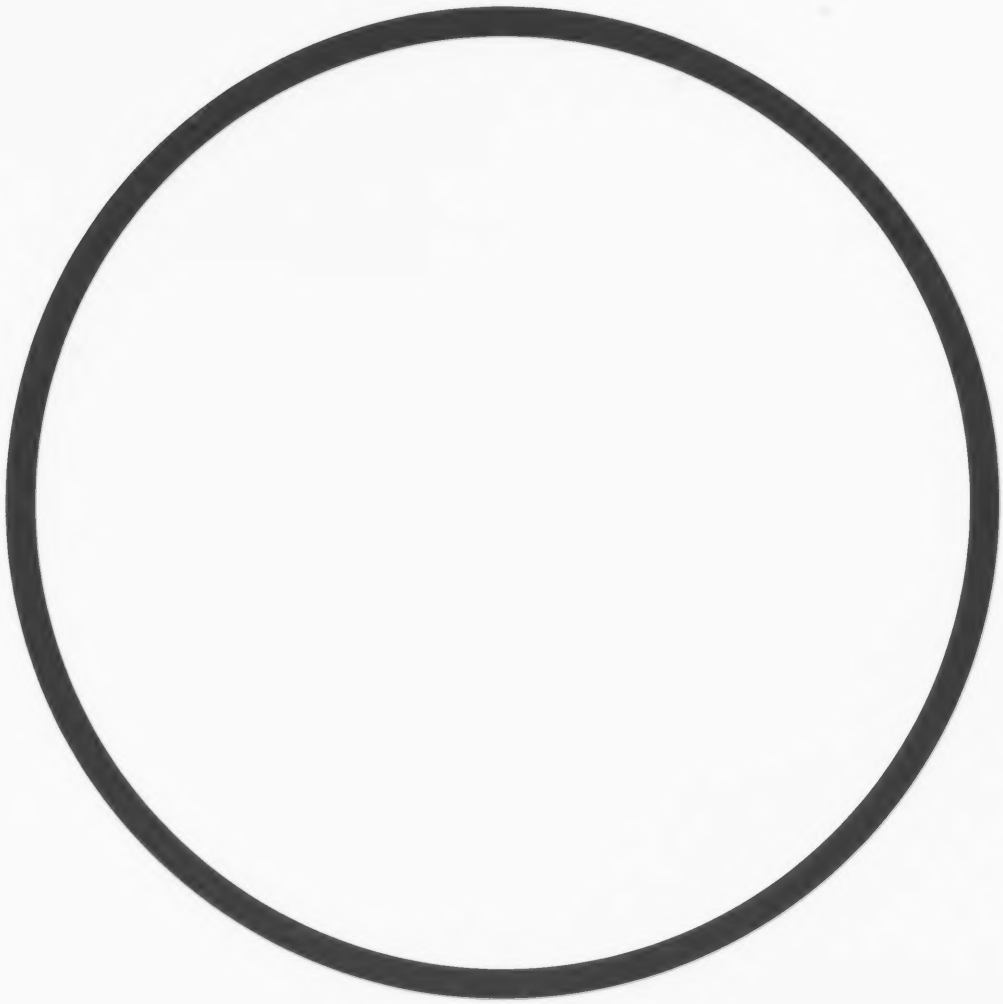
MATERIALS

skinny circle worksheet (T – p. 183)
red crayon

DIRECTIONS

1. Child sits at table with skinny circle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny circle."
4. When child goes all the way around three out of four times, move to Level IV.

SKINNY CIRCLE WORKSHEET



ACTIVITY

CIRCLE – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

skinny circle worksheet (T – p. 183)
blank sheet of paper
pencil

DIRECTIONS

1. Child sits at table with skinny circle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and slowly traces circle with own index finger, "on here." Teacher places blank piece of paper in front of child, keeping skinny circle worksheet visible.
4. When child completes Level IV independently, activity is complete.

ACTIVITY

SQUARE – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

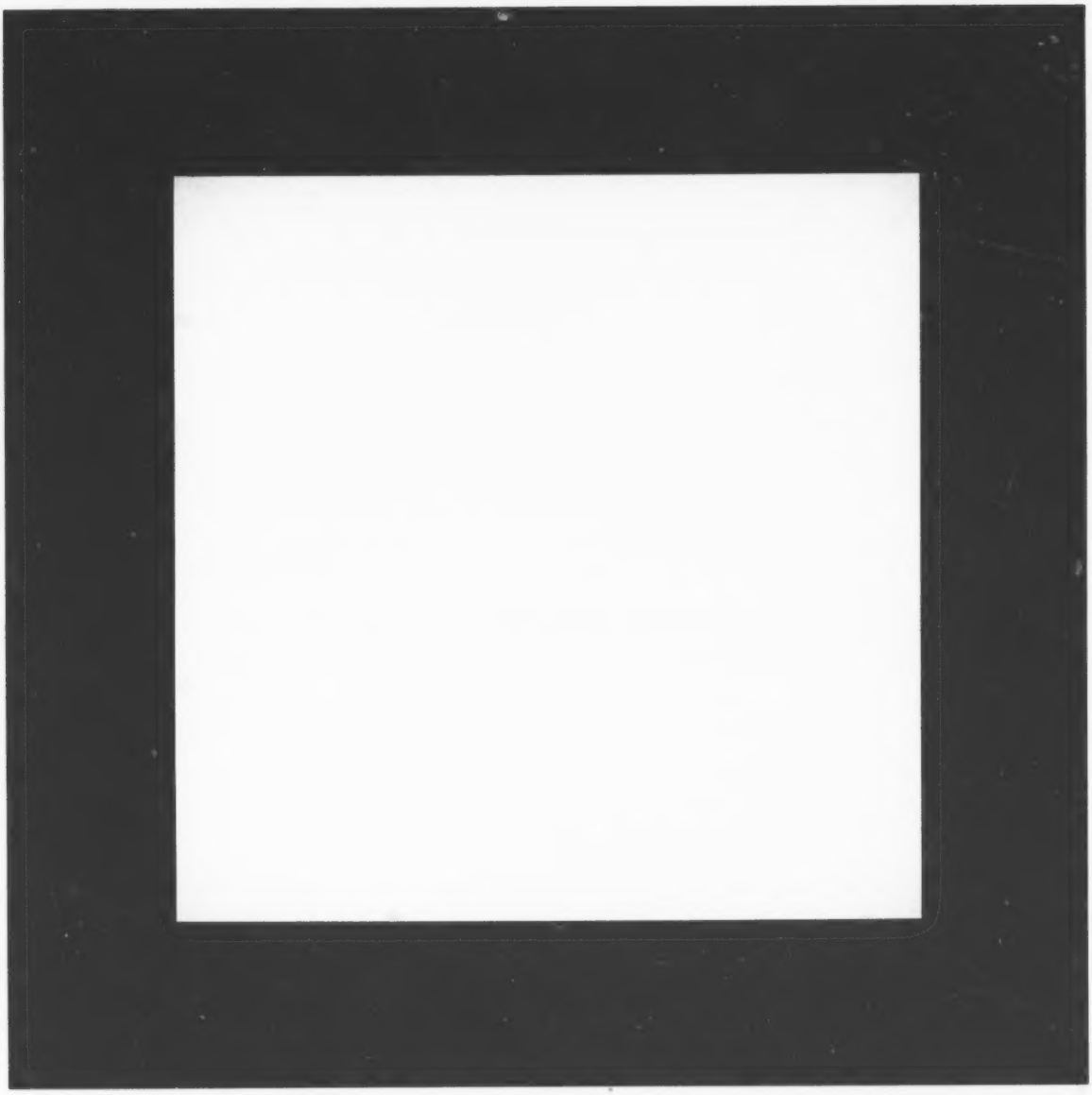
MATERIALS

8" × 11" piece fine sandpaper
fat square worksheet (U – p. 187)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper strips same size as four fat square lines.
2. Teacher glues sandpaper strips on top of fat square.
3. Child sits at table with fat square worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat square."
   RIGHT-HANDED CHILDREN SHOULD TRACE COUNTERCLOCKWISE.
   LEFT-HANDED CHILDREN SHOULD TRACE CLOCKWISE.
   (Teacher manipulates child's hand around square several times, using proper direction.)
6. Teacher instructs, "Now trace the fat square by yourself."
7. When child tracks fat square independently, move to Level II.

FAT SQUARE WORKSHEET



ACTIVITY

SQUARE – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

fat square worksheet (U – p. 187)

DIRECTIONS

1. Child sits at table with fat square worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat square." (Teacher manipulates child's hand around fat square several times, using proper direction—see Level I.)
4. Teacher instructs, "Now trace the fat square by yourself."
5. When child tracks fat square independently, move to Level III.

ACTIVITY

SQUARE – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

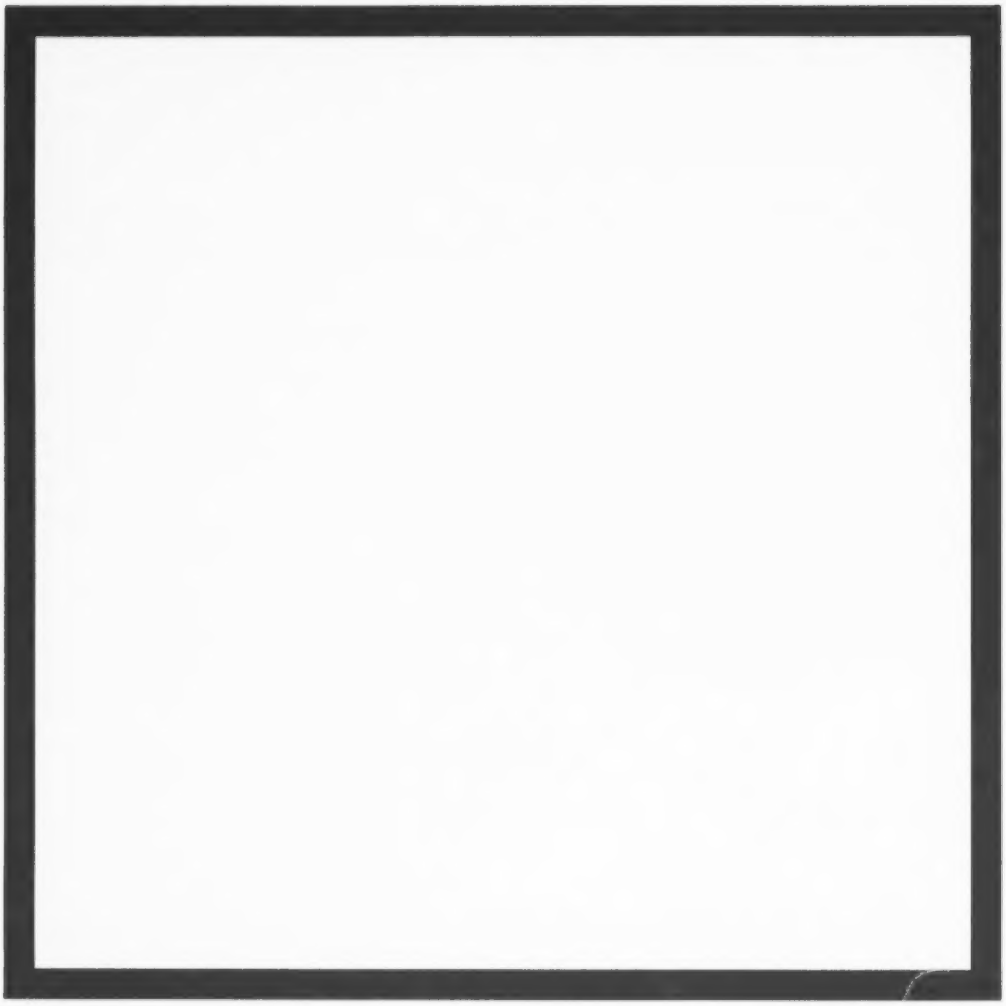
MATERIALS

skinny square worksheet (V – p. 191)
red crayon

DIRECTIONS

1. Child sits at table with skinny square worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny square."
4. When child goes all the way around three out of four times, move to Level IV.

SKINNY SQUARE WORKSHEET



ACTIVITY

SQUARE – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

skinny square worksheet (V – p. 191)
blank sheet of paper
pencil

DIRECTIONS

1. Child sits at table with skinny square worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and slowly traces square with own index finger, "on here." Teacher places blank piece of paper in front of child, keeping skinny square worksheet visible.
4. When child completes Level IV independently, activity is complete.

ACTIVITY

TRIANGLE – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

8" × 11" piece fine sandpaper
fat triangle worksheet (W – p. 195)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper shape of triangle.
2. Teacher glues sandpaper triangle on top of fat triangle.
3. Child sits at table with fat triangle worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat triangle."
   RIGHT-HANDED CHILDREN SHOULD TRACE COUNTERCLOCKWISE.
   LEFT-HANDED CHILDREN SHOULD TRACE CLOCKWISE.
   (Teacher manipulates child's hand around triangle several times, using proper direction.)
6. Teacher instructs, "Trace the fat triangle by yourself."
7. When child tracks fat triangle independently, move to Level II.

FAT TRIANGLE WORKSHEET

ACTIVITY

TRIANGLE – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

fat triangle worksheet (W – p. 195)

DIRECTIONS

1. Child sits at table with fat triangle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat triangle." (Teacher manipulates child's hand around fat triangle worksheet several times, using proper direction—see Level I.)
4. Teacher instructs, "Trace the fat triangle by yourself."
5. When child tracks fat triangle independently, move to Level III.

ACTIVITY

TRIANGLE – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

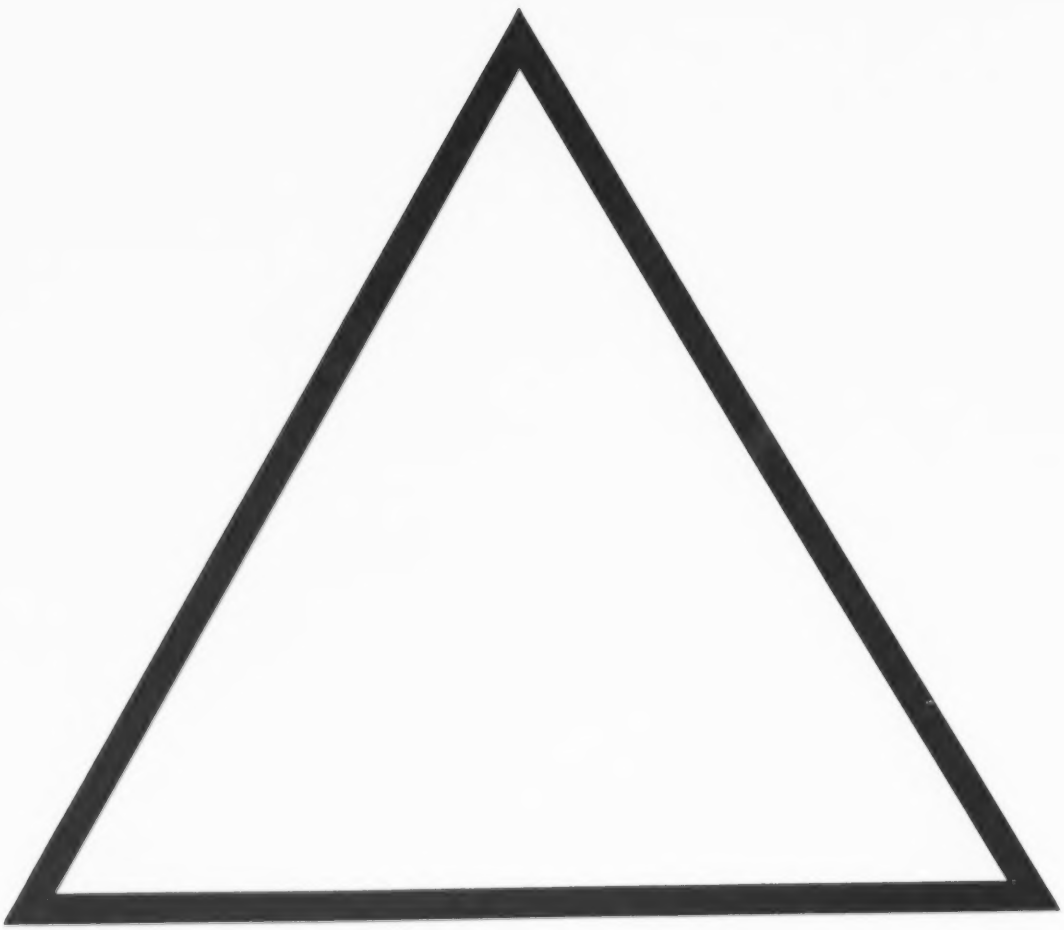
MATERIALS

skinny triangle worksheet (X – p. 199)
red crayon

DIRECTIONS

1. Child sits at table with skinny triangle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny triangle."
4. When child goes all the way around three out of four times, move to Level IV.

SKINNY TRIANGLE WORKSHEET



X

ACTIVITY

TRIANGLE – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

skinny triangle worksheet (X – p. 199)
blank sheet of paper
pencil

DIRECTIONS

1. Child sits at table with skinny triangle worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and slowly traces triangle with own index finger, "on here." Teacher places blank piece of paper in front of child, keeping skinny triangle worksheet visible.
4. When child completes Level IV independently, activity is complete.

ACTIVITY

CROSS – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

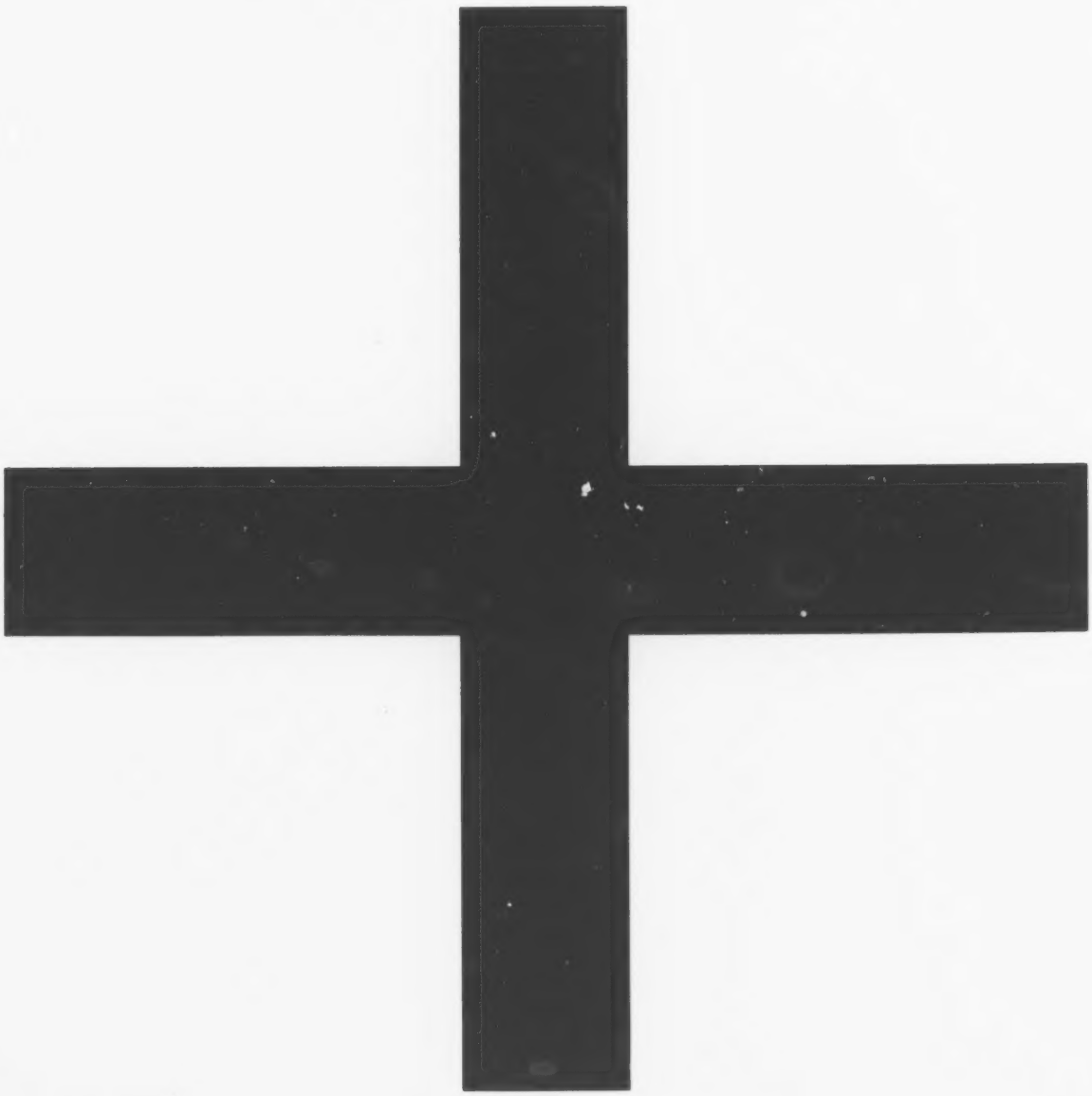
MATERIALS

8″ × 11″ piece fine sandpaper
fat cross worksheet (Y – p. 203)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper strips same size as horizontal and vertical lines of cross.
2. Teacher glues sandpaper strips on top of fat cross.
3. Child sits at table with fat cross worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat cross." (Teacher manipulates child's hand several times, down vertical line, across horizontal line, using top to bottom and left to right progression.)
6. Teacher instructs, "Trace the fat cross by yourself."
7. When child tracks fat cross independently, move to Level II.

FAT CROSS WORKSHEET



ACTIVITY

CROSS – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

fat cross worksheet (Y – p. 203)

DIRECTIONS

1. Child sits at table with fat cross worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat cross." (Teacher manipulates child's hand several times, down vertical line, across horizontal line, using top to bottom and left to right progression.)
4. Teacher instructs, "Trace the fat cross by yourself."
5. When child tracks fat cross independently, move to Level III.

ACTIVITY

CROSS – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

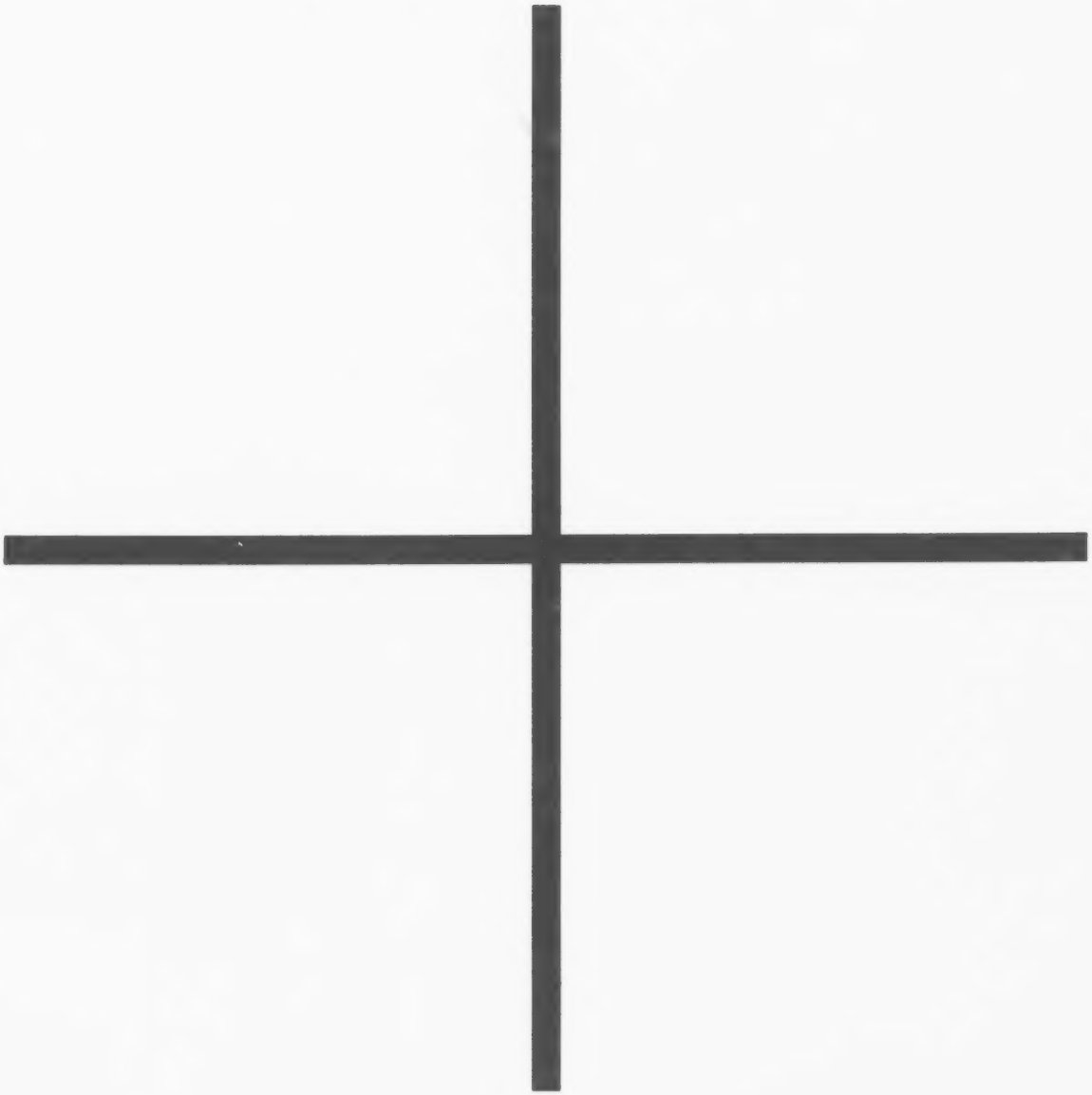
MATERIALS

skinny cross worksheet (Z – p. 207)
red crayon

DIRECTIONS

1. Child sits at table with skinny cross worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny cross."
4. When child makes recognizable cross, progressing in proper direction and intersecting horizontal and vertical lines approximately in center, move to Level IV.

SKINNY CROSS WORKSHEET



ACTIVITY

CROSS – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

skinny cross worksheet (Z – p. 207)
blank sheet of paper
pencil

DIRECTIONS

1. Child sits at table with skinny cross worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a cross just like this one," and slowly traces vertical and horizontal lines with own index finger. "Make your cross on here." Teacher places blank paper in front of child, keeping skinny cross worksheet visible.
4. When child completes Level IV independently, activity is complete.

ACTIVITY

DIAMOND – Level I
TACTILE

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

8″ × 11″ piece fine sandpaper
fat diamond worksheet (AA – p. 211)
white school glue
scissors

DIRECTIONS

1. Teacher cuts sandpaper shape of diamond.
2. Teacher glues sandpaper diamond on top of fat diamond.
3. Child sits at table with fat diamond worksheet in front of him or her.
4. When child is not working, teacher instructs, "Hands in lap."
5. Teacher instructs, "Use your pointer finger. Trace the fat diamond."
   RIGHT-HANDED CHILDREN SHOULD TRACE COUNTERCLOCKWISE.
   LEFT-HANDED CHILDREN SHOULD TRACE CLOCKWISE.
   (Teacher manipulates child's hand around diamond several times, using proper direction.)
6. Teacher instructs, "Now trace the fat diamond by yourself."
7. When child tracks fat diamond independently, move to Level II.

FAT DIAMOND WORKSHEET

ACTIVITY

DIAMOND – Level II

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

fat diamond worksheet (AA – p. 211)

DIRECTIONS

1. Child sits at table with fat diamond worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use your pointer finger. Trace the fat diamond." (Teacher manipulates child's hand around fat diamond worksheet several times, using proper direction—see Level I.)
4. Teacher instructs, "Now trace the fat diamond by yourself."
5. When child tracks fat diamond independently, move to Level III.

ACTIVITY

DIAMOND – Level III

PURPOSE

VISUAL-MOTOR INTEGRATION

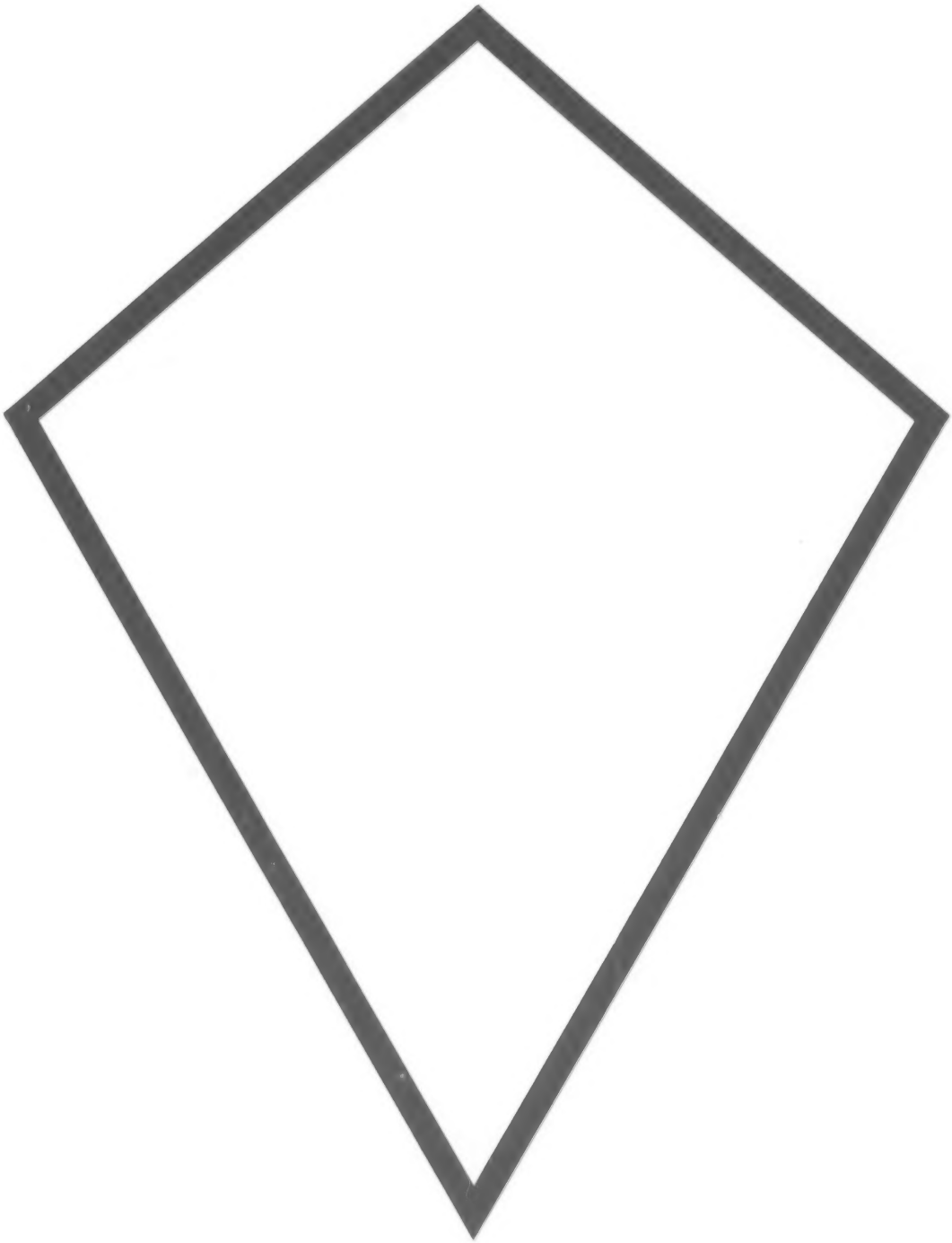
MATERIALS

skinny diamond worksheet (BB – p. 215)
red crayon

DIRECTIONS

1. Child sits at table with skinny diamond worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Use the red crayon. Trace the skinny diamond."
4. When child traces all the way around three out of four times, move to Level IV.

SKINNY DIAMOND WORKSHEET



ACTIVITY

DIAMOND – Level IV

PURPOSE

VISUAL-MOTOR INTEGRATION

MATERIALS

skinny diamond worksheet (BB – p. 215)
blank sheet of paper
pencil

DIRECTIONS

1. Child sits at table with skinny diamond worksheet in front of him or her.
2. When child is not working, teacher instructs, "Hands in lap."
3. Teacher instructs, "Pick up the pencil. Draw a line just like this one," and slowly traces diamond with own index finger, "on here." Teacher places blank piece of paper in front of child, keeping skinny diamond worksheet visible.
4. When child completes Level IV independently, activity is complete.